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Colophon

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Introduction

The image of an “uncaring and uncompassionate, inhuman even” Europe¹ is used in November 2021 by Belarus, and his unfairly elected president Alexander Lukashenko. The relations between the European Union and Belarus have been severely strained since its leader declared victory in a discredited presidential election in 2020 and tried to silence dissent by brutally forbidding mass protests and arresting political opponents. Consequently, the EU imposed sanctions on Belarus². The answer of Belarus one year afterwards is the border crisis with more than 5,000 attempts by migrants to cross the border into Poland from Belarus in November (compared to 88 in the whole of 2020 according to the Polish border agency). Scenes of chaos are obviously pre-planned provocation at the external border of the European Union, the frontiers between Poland and Belarus. For weeks, since summer 2021, thousands of migrants (including men, women and children), mostly from the Middle East (Iraq, Afghanistan and Syria), have been gathering at the Belarus border in an attempt to reach the European Union.

According to Frontex, the numbers have been growing steadily since summer 2021 (only the crossings are detected and reported to the European Agency). The vast majority of them have arrived in Minsk by air, and then travelled overland to the borders of EU states including Poland and Lithuania. The capital of Belarus is served by direct flights from destinations across the Middle East - including Beirut, Dubai and Baghdad. The Belarus state carrier Belavia operates flights from Istanbul and Antalya in Turkey, as well as from Dubai. Poland and Lithuania have accused Belarus of orchestrating the arrival of migrants. The European Commission confirmed the Belarus unfair behaviour of luring migrants to Minsk with the false promise of easy entry to the EU. Belarus had simplified the visa process for would be migrants from Middle East to enable them to enter as "tourists". Poland and Lithuania have found evidence how Belarusian authorities helped migrants arrange their journeys. A network of travel agents, airlines and smugglers have been involved in enabling migrants to get visas, leave their home countries in the Middle East, fly to Minsk and travel on to the EU's borders. Upon arrival migrants are being pushed to the border with Poland confirmed the European Union spokesperson.

This is quite cynical and clearly a provocation from an illiberal country, Belarus, openly denounced by the European Union and all its members. This is not by chance if opponents to the European Union, an area of democracy with the respect of universal and fundamental human rights, and the freedom attached to them understood in a broad sense (expression, thoughts, circulation...), attack the EU as the public policy for migration is clearly its Achilles' heel. This was quite easy for Belarus, supported by Russia, to weaponize migrants to

¹ Steve Rosenberg, BBC correspondent in Moscow – “Polish forces have used tear gas and water cannon against migrants trying to cross into the country from Belarus”- BBC News - Source: <https://www.bbc.com/news/world-europe-59302919>, 17/11/202

² Reality Check- BBC News - <https://www.bbc.com/news/59233244> - Tuesday 16 November 202

portray a brutal and inhuman European Union. The public policy for asylum and migration has clearly been a main cause of disagreement and even tensions among the European Union for the past years and especially since the migratory crisis of 2015 with a massive arrival of refugees mainly from Syria, families willing to escape from the civil war to build a future in Europe they couldn't have in their country. The migrants and refugees were more than one million in 2015.

In 2021, migration is back on the European agenda, as a New Pact for Asylum and Migration is under discussion in Europe with the same difficulties faced among its members, schematically opposing “open countries” to “closed countries”. Migration has never vanished from the European reality as long as wars, natural disasters or economic & political crisis will force numerous people to leave their countries (push factors) because this is a matter of life and death. In complement, many people who wouldn't have opportunities in their countries (high unemployment, corruption, inequality of chances...) want to build a better future in areas benefiting from much better economic, social and political conditions (pull factors).

Indeed, even though the European Union is not a “land flowing with milk and honey”, it offers a fair and rich area to build a future. In a first article (Iriv, Paris), we tackle the diversity issue that has drastically increased among the European Union with very different traditions both in migration and democracy. Diversity must be implemented on the ground among people. This is possible by combining a top-down approach from the State (macro-level) to the citizens (micro-level) while main organizations in charge of applying public policies (meso-level) must equip their staff (professionals) with a relevant knowledge and pertinent competences to enhance diversity. The DiverPass, by enhancing the competence approach, based on the most pertinent key competences for facilitating inclusion of migrants (multilingual and citizenship competences), should be a meaningful strategy to defend the European values, to struggle against terrorism and to contribute to diversity on the ground by supporting professionals who are working with a migrant public.

In a second article (STOP, Warsaw), we explain the characteristics of a relevant adult education. We need to address adult learners as mature and independent; they need to consider themselves as a responsible entity. They also want to be appreciated and respected as learners and human beings. Adults learn more effectively what they perceive as relevant and needed, they have first and foremost to accept the methods of learning. Lastly adults effectively learn when they can integrate new knowledge and skills with what they have so far known about the subject. These “four commandments” should be read and understood for the best use of the Diverpass manual addressing adult learners, professionals supporting a migrant public.

In a third article (Erifo, Roma) we have stressed a main difficulty our audience and users of the Diverpass manual may be faced to: the recognition of non-formal and informal learning as it is essential for migrant learners who want to have a better work-life balance in the hosting country. This process, however, given its difficulty and national and regional specificities, is hard to achieve. We remind the many

efforts of the European Union, the Commission, the national public bodies and the DiverPass to put into practice the EU recommendations, using simultaneously a top-down (by taking into account the official Recommendations in VET) and bottom-up approach (by starting testing on the ground the DiverPass methodology).

In a fourth article (Jovokerek, Budapest) we have explained how difficult the task may be for professionals supporting a migrant public in a country openly conducting a discriminatory policy and drastically decreasing any support to NGO's working with migrants. This is quite encouraging to see how the participation to a European project, under the Erasmus + programme may be a way to combat on the ground an unfair national policy. A European co-operation is indeed a practical issue for the Hungarian society highly committed to the European Union, and a majority of Hungarians who stand for common values to improve and defend fundamental European values, and dialogue. As "sooner or later, all political systems which are not democratically based fail". We do believe that the perception of migrants and migration in Hungary should change in a near future. The DiverPass methodology applied by professionals may be a concrete contribution to this expected change.

In a last article (Cité Saint Pierre, Lourdes) we have emphasized the long tradition implemented by a French NGO (Caritas France) among a migrant public by sharing the results of two research-actions conducted by one organisation among the Caritas Network, the Centre d'Entraide pour les Demandeurs d'Asile et Réfugiés (CEDRE), among its audience. The first survey details the many obstacles migrants are faced to in the labour market, the multilingual competence being a main competence to be improved ; the second survey suggests 16 TIPS to involve migrants in the activities of the association in order to enhance the citizenship competence. In both cases, this shared experience on the ground (bottom-up) is meaningful for any professional supporting migrants to be aware of the many obstacles they may be faced to, some ways to overcome them, and in finally the best way to apply and efficiently use the DiverPass manual.



Supporting professionals to identify and assess key competences linked to a voluntary experience (KC6 Citizenship) and a migratory experience (KC2-Multilingual competence) by Bénédicte Halba (IRIV)

The pedagogy to be enhanced among professionals (adult trainers) by Agnieszka Borek & Bartłomiej Walczak (STOP)

The VET approach – successful interventions among professionals on the basis of a national and European experience (projects migration oriented) by Laura Laurenzi & Giulia Bulzomì (ERIFO)

The key role to be played by the third sector – the support provided to refugees and migrants by Attila Meszaros (Jovokerek)

DiverPass – An opportunity to support professionals to enhance volunteering and linguistic learning among their audience – the specificity of Caritas by Benoit Arnaud (Cité Saint Pierre)

Equipping professionals supporting a migrant public to enhance a social and economic inclusion in European countries- the competence approach based on a voluntary experience (KC6- Citizenship) and a migratory experience (KC2- Multilingual competence)

by *Bénédicte Halba, iriv conseil (France)*

Migration has become a European competence since the Treaty of Amsterdam in 1997. Since this date, many countries have entered the European Union especially in 2004 where 10 countries belonging mainly to Central Europe (Poland, Hungary, Czech Republic and Slovakia, Slovenia) but also Baltic Europe (Lithuania, Latvia and Estonia), together with Mediterranean countries (Cyprus and Malta) joined the EU. Therefore, diversity has increased among the European Union with very different traditions both in migration and democracy even though it has become the motto of the European Union since 2000 “*United in Diversity*”. This is not a theoretical approach; it has to be implemented on the ground among people. This is possible by combining a top-down approach from the State (macro-level) to the citizens (micro-level) while main organizations in charge of applying public policies (meso-level) must equip their staff (professionals) with a relevant knowledge and pertinent competences to enhance diversity.

As far as migration is concerned, in Central and Baltic Europe, countries used to be “closed” when they were under the aegis of the Union of Soviet Socialist Republics (USSR). Most of them were part of the Warsaw Pact - a collective defense treaty established by the Soviet Union and seven other Soviet satellite states in Central and Eastern Europe (Albania that withdrew in 1968, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland and Romania), (NATO, 2021). Schematically the countries embodied in this “Treaty of Friendship, Co-operation and Mutual Assistance” were referred to as the Eastern bloc, while North Atlantic Treaty Organization (NATO) and its member countries represented the Western bloc. The “iron curtain” was a main frontier separating not only East and West but among the Eastern bloc as freedom of circulation was not the main characteristic of the Eastern Europe whereas it was the main basis of the building of the European Union.

Another main difference was the democratic approach in the two parts of Europe. As reminded by the Council of Europe (2021), in our modern systems of democracy, free elections select representatives who are sent to govern on their behalf with two main principles at stake: equality of all (one person – one vote), and the right of every individual to some degree of personal autonomy. Another main characteristic of the democratic process is the connection with human rights as defined in the article 21 of the Universal Declaration of Human Rights (UDHR). It states that "The will of the people shall be the basis of the authority of government". Three freedoms are strongly attached to human rights: freedom of thought, conscience and religion (UDHR, Article 18) ; freedom of expression (UDHR, Article 19) ; and freedom

of peaceful assembly and association (UDHR Article 20). If we consider those main indicators of democracy, there was a genuine gap between the Eastern part and Western part of Europe.

The Diverpass suggests an innovative strategy to combine both experience, migration and volunteering, among a migrant public to enhance their social and economic inclusion in the European Union. Therefore, it perfectly reflects the two main “revolutions” new European member countries have been asked to implement since 2004. Firstly, they had to apply freedom of circulation among their citizens who are free to live and work wherever they want in the European Union but also to respect this liberty for people who don’t belong to the European Union (migrant people). Secondly any European citizen is free to create or join associations, but any European country has also to support anyone living on its territory, including migrant people (from the EU or third country nationals), to be a member or a volunteer of associations. We mean to emphasize the innovative approach in diversity suggested by the DiverPass to make those democratic principles be a reality.

Europe and the World have been faced to troubled times since the beginning of the 21st Century. Terrorism has become a main threat for many years but mainly since 2001 with the attacks against the World Trade Center in the United States and in France with the series of terrorist attacks starting in 2012³ but mainly in 2015⁴. Unfortunately, Defense is not a European competence, but the European Union has other ways to combat terrorism and to defend its democratic values based on Universalism, Equality of Chances, and the right of every individual to a personal autonomy.

A first way for the European Union is to remind that freedom is a two-way process to enhance a real and fair inclusion. This is one thing to be a member of the European Union and to allow its citizens to benefit from all the freedoms attached to this belonging. This is another step forward to support people who are not “European” nationals (third country nationals) to benefit from the same freedoms.

A first freedom in the European Union is the freedom of circulation. People who come from abroad for different reasons (push and pull factors) must be fairly supported, in the respect of the European values of solidarity. The migratory crisis of 2015 underlined the very diverse attitudes in different regions of the European Union. Germany remains a model when its Chancellor, Mrs Angela Merkel, courageously said “*Wir schaffen das!*”⁵ to support the one million refugees coming from Syria to escape civil war. The best way to include refugees is to value and assess their migratory background and facilitate the access to the national labour markets in Europe.

³ Attacks by a terrorist in Toulouse (South of France) against French soldiers (3 people killed) and a Jewish school (4 people killed including 3 very young children)

⁴ Series of terrorist attacks starting in January with the attacks against Charlie Hebdo (12 people killed), Hyper Casher (5 people killed) and members of the police forces (2 people killed) and in November in Stade de France and Bataclan (130 people killed)

⁵ “We shall overcome”, speech delivered in August 2015 after more than 1 million refugees (mainly from Middle East) arrived in Europe with the civil war in Syria

Other main freedoms in the European Union are the ones attached to the modern definition of democracy reminded by the Council of Europe: freedom of thought, conscience and religion; freedom of expression ; and freedom of peaceful assembly and association. Being able to join an association firstly as a member, secondly as a volunteer, is a way to exercise these freedoms concretely as an association may be considered as a “little society” with its law (status), and its members who can express themselves and freely defend their perspectives in the respect of others, whatever their thoughts, conscience, and religion. This opportunity to join and to be an active member in an association is very concretely recognised in the European Union since the European Year of Volunteering (EYV2011) as the EU officially valued a voluntary experience as a non-formal and informal learning.

Therefore, the Diverpass project may be considered as a meaningful strategy to defend European values, to struggle against terrorism and to contribute to diversity on the ground by supporting professionals who are working with a migrant public. In times of turmoil with a potential migratory crisis (Afghanistan since August 2021), and a New Pact for Migration and Asylum being discussed in 2021 among the European Union, we mean to actively contribute to the future of a fair, open and human Europe. Freedom and democracy are not only words but a concrete reality to be daily defended. There is a “Brussels effect” (Bradford, 2020), Europe and European countries have to be aware that this is not a struggle “just for Europe” but for all democracies in the world if we mean to exist in the 22nd Century. We shouldn’t give the negative image of “fortress Europe”, maybe not a “land flowing with milk and honey” but at least a land respectful of our genuine values of freedom and justice for all.

Andragogy in a nutshell: what should we know about adults' learning?

By Agnieszka Borek (STOP) & Bartłomiej Walczak (University of Warsaw & STOP)

The scientific use of the word “andragogy” can be traced back to the XIXth century. It was used in its German form *andragogik* by Alexander Kapp in 1833. Kapp, working on the application of Plato’s ideas to the state (then Prussian) education, distinguished adult education from general – or children – education by changing the reference. The word pedagogy comes from the Greek word *paidagogos*, which literally means “leading the boy”. *Paidagogos* was a slave responsible for accompanying the young Greek from house to the *palestra*. Kapp went for changing the reference from *paidos* to *aner* or *andros* - “man”. Although both the terms have a fundamentally gendered nature, they are commonly used to indicate general science and practice of teaching and learning of children (pedagogy) and working youths and adults (andragogy).

It was the XXth century, however, when the andragogy developed. It went for widespread use in Europe in the 1950s and 1960s⁶. In the United States, the first important publications appeared in the late 1950s, but it was Malcolm Knowles, whose book “The Modern Practice of Adult Education. From Pedagogy to Andragogy”, first published in 1970, became probably the best known and one of the most influential books in the field. Firstly he defined andragogy as “the art and science of helping adults learn”, then he widened the understanding to another model of assumptions about learners – not necessarily only adults – to be used “alongside the pedagogical model of assumptions” to fit the specific learning situations⁷.

What are the main assumptions made by Knowles? First, he stressed the shift in education towards a competencies-based approach, focusing on learning instead of teaching and life-long learning. “*In a world of accelerating change, learning must be a lifelong process. Therefore, schooling must be concerned primarily with developing the skills of inquiry, and adult education must be primarily concerned with providing the resources and support for self-directed inquirers.*”⁸

Knowles claims that the role of the teacher in adult education should be more focused on assisting in the process of learning than providing the knowledge. In a traditional approach, teachers are responsible for the outcomes in the level of students’ knowledge by transmitting the knowledge, controlling the way it is received and testing⁹

⁶ St. Clair R, K pplinger B. Alley or Autobahn? Assessing 50 Years of the Andragogical Project. *Adult Education Quarterly*. 2021;71(3):274-6. doi:10.1177/07417136211027879

⁷ M. S. Knowles *The Modern Practice of Adult Education. From Pedagogy to Andragogy*, Cambridge The Adult Education Company, New York, 1980, p. 43.

⁸ Ibidem, p. 19.

⁹ M.S. Knowles, E. F. Holton III, R.A. Swanson *The Adult Learner*. Elsevier, Amsterdam, Boston, 2005, p. 251.

His well-known assumptions about the adults and their learning, developed up to the late 1990s, consist of six points:

1. *Self-concept*. Adults are used to being self-determining, and adult education must recognize this in its approach.
2. *Experience*. Adults bring experience to education, and this should be acknowledged as a valuable resource.
3. *Readiness to learn*. Adults have a greater or lesser readiness to learn based on their individual and social context.
4. *Orientation to learning*. For adults, learning is about problem-solving, and education needs to demonstrate the application to be seen as a good use of time.
5. *The need to know*. It is necessary for adults to be aware of why they need to know something. What is the benefit of learning?
6. *Motivation*. Internal motivators are the strongest for adult learners, even though their intrinsic drive to learn may have been dampened by life experience.¹⁰

These assumptions can be translated into practical bits of advice:

1. Increase the level of self-dependency of the learners. It is a process, and the learners will mature, being more and more able to direct their learning.
2. The reservoirs of the learners' life experiences should be used/referred to in learning.
3. Changes in the social or life roles of the learner make him/her ready to learn new things.
4. The adult learner is problem-centred and wants to apply new knowledge/skills as soon as possible.
5. The adult learner motivation is more internal than external.
6. A cooperative climate for learning is necessary.
7. The learner's specific needs and interests should be diagnosed and used to develop the learning goals.
8. Sequential activities should be planned to achieve the goals. The selection of the methods, materials and resources for learning are to be made collaboratively with the learners.
9. The evaluation of the entire process will allow necessary adjustments.¹¹

¹⁰ As quoted by St. Clair R, Käpplinger B., op. cit. p. 271.

¹¹ See: TEAL Center Fact Sheet no. 11: Adult Learning Theories, 2011, p. 1.

<https://web.archive.org/web/20171215125941/http://communitycolleges.wy.edu/Data/Sites/1/commissionFiles/abe/training/abe-ntt/mod-6-articles/ntt---module-6---fs-11-teal-center-adult-learning-theory-fact-sheet-air-logo-rev12-06-11.pdf>

The adults' learning is predominantly a self-directed process. The learner takes responsibility for diagnosing the own needs, planning the process, setting the content, choosing methods, selecting resources, and undertaking evaluation. It is not a typical classroom-in process and should be easily incorporated into daily activities.

Conclusions on adults learning

- Adults perceive themselves as mature and independent. They need to consider themselves as a responsible entity.
- Adults need to be appreciated and respected as learners and human beings.
- Adults learn more effectively what they perceive as relevant and needed, mainly when they accept the methods of learning.
- Adults learn effectively when they can integrate new knowledge and skills with what they have so far known about the subject.

The adult learner should be treated as an independent, self-controlling person - the task of a trainer is to give them as much control and responsibility as possible. The educator should be aware that his/her role is not so much to provide relevant knowledge but to free the mind of the learners from the current thinking patterns and show them new possibilities. Consequently, every learning process should allow adults to restructure their knowledge through analysis, inference, various research methods, and assessment criteria

The VET approach – successful interventions among professionals on the basis of an international and European experience

By Laura Laurenzi & Giulia Bulzomì (ERIFO, Italy)

The following article analyzes the activities and implementation of the Vocational Education and Training (VET) approaches developed at national and European levels, in order to practically involve migrants in the process of upskilling and reskilling their academic and work experiences into VET systems, compliant with the requirements at local and EU level. As a partnership, we firmly believe that this type of contribution is essential in the sector of the Adult Education too, given the different types of professional profiles that could be taken into consideration when it comes to migrant people. In fact, a great percentage of migrants¹² coming from extra EU countries are qualified workers, whom, unfortunately, are not able to practice their profession, given the deskilling of the migrants' former educational and professional activities.

Our article tries to understand the reasons why it's important to talk about the VET sector and why it's so important at European level to invest in this sector for migrants too. Firstly, sometimes, in some countries it is particularly difficult to validate the competences acquired by migrants in a social context different from the domestic one. Secondly, we can set forward the examples of two successful projects conducted at a EU level focused on this issue and the activities carried out in order to solve it: the Jucivol and the REVALUE. Thirdly, we would like to underline the new developments at a EU level of the VET systems and how the nations adapted to the new recommendations. Finally, the DiverPass methodology can easily be applied in the validation of competences, producing tangible documents useful and usable for the migrant not simply in the hosting country (national level) but at local level too.

¹² European Commission- https://ec.europa.eu/info/strategy/priorities-2019-2024/promoting-our-european-way-life/statistics-migration-europe_it

In conclusion, the VET path for the recognition of non-formal and informal learning is essential for migrant learners who want to have a better work-life balance in the hosting country. This process, however, given its difficulty and national and regional specificities, is hard to achieve.

Nevertheless, the European Union, the Commission, the national public bodies and the DiverPass partnership have tried to put into practice the EU recommendations, using simultaneously a top-down (by taking into account the official Recommendations in VET) and bottom-up approach (by starting testing on the ground the DiverPass methodology).

We would like to underline that the mixed partnership's approach focused on the synergy and integration of the Adult Education segment of the project and its integration with the VET perspective for migrant people, is very relevant and responds to the increasing need to guarantee horizontal approaches and interdisciplinary approaches. It could also go beyond a mere sectoral necessity and practically solve the issues raised by the recognition and validation of non-formal and informal learning at a European level.

This multidisciplinary approach gives the DiverPass project a main added value. The perspectives tackled go beyond the project itself and pave the way for designing powerful tools to be implemented in the upcoming years.

This should enhance a pertinent sustainability for the DiverPass at national level, but also European and international levels, as it perfectly fits with the promotion of values and skills that respond to the demands of the European labour market and the necessary improvements of the frameworks of Adult and VET education.

The third sector approach- the support provided to refugees and migrants in Hungary

By Attila Meszaros, Jovokerek (Hungary)

A migration policy method for social welfare designed thanks to a scientific collaboration in the EU, could be introduced and applied in today's Hungary. The aim was to introduce an innovative human resource development tool and test it among professionals working in the field of migration so they can carry out their support work more successfully. The goal was also to enable immigrants with a more effective access to the labour market, to get an employment, and by doing so, to gain a legal, predictable, and stable income. This is crucial for migrants to leave behind a vulnerable and dependent lifestyle as soon as possible and to become a self-sufficient, tax-paying citizen, an active and integral member of society, and to contribute to the economic development of the host country. As a result, they will be able to preserve their human dignity and create an opportunity for a peaceful social coexistence.

A legitimate question may arise. As there are so few refugees in Hungary and not many other migrants, and as the number of services that help them has recently declined, and some of them are withdrawing from the topic, why is our association involved in the policy development and the implementation of the DiverPass in Hungary? There are different reasons for this.

There are two distinct groups of service providers. The state and local government actors providing labour market services, that primarily tailored their operations to Hungarian clients, are often unfamiliar with the situation of migrants and may be afraid of them. Professionals working for civil and church-based, specialized organizations set up to meet the needs of migrants, who have funded projects in most cases, conduct precarious operations. A long-term goal should be a more stable strategy - migrant integration shouldn't be aided by an alternative, fund dependent, and therefore unstable civil service. By ensuring a large public service, providers would be able to receive and help a new clientele, and therefore it is paramount to address them and overcome their reluctances on the issue. Supporting their work with new developments, involving them in helping migrants is therefore meaningful.

Compared to Western Europe, Hungarian society is relatively ethnically homogeneous, with significant migration being a social phenomenon that has existed for only a few decades. Thus, migration is not a current topic in social policy either, there is no long tradition of helping immigrants, and there are no relevant and tested practices to support integration. Therefore, professional cooperation with countries with a different migration, policy and historical background is a great opportunity. We can learn from good practices and contribute to a common methodological development based on our specific experience.

The previously mentioned disadvantage of the civil sector also justifies participation in the development of the DiverPass methodology and any innovative one. On the one hand, it provides an opportunity to engage in collaborations at the European level, to develop new professional relationships and collaborations, and to transfer knowledge between practitioners. On the other hand, it is a way to overcome a hopefully temporary lack of resources, thus ensuring the survival of the third sector, a professional and moral support for professionals assisting migrants. This is especially necessary in today's Hungarian situation.

Of course, the primary goal of the cooperation is to increase the chances of integration of migrants through the support of professionals. This is particularly important in the light of global migration forecasts. One of the biggest social challenges of the near future is expected to be a mass migration, with the need to support the integration of immigrants.

In Hungary, it is especially important to support all initiatives that deal with migrants and those who help them. In the given political and social environment, this is crucial to enhance solidarity with stigmatized social groups and support to the minority groups who also have a symbolic significance beyond the issue of migrants.

Another reason is the Hungarian and pan-European labour market and demographic situation. There is already a significant labour shortage in Hungary, which even the anti-migrant government cannot deal with other than by utilizing foreign labour. This situation is

even more exacerbated in the long run by a demographic outlook and a society rapidly ageing throughout Europe. Addressing labour market and social security needs requires workers who are prepared to meet emerging economic needs.

Migration professional co-operation is also a practical issue because the Hungarian society is highly committed to the European Union. A majority of Hungarians stands for common values. Therefore it is expedient to participate in European co-operations aimed at tackling European issues, improving and defending fundamental European values, and dialogue.

Sooner or later, all political systems which are not democratically based fail. So there is a good chance that the perception of migrants and migration in Hungary should soon change. This kind of long-term planning also justifies our participation in the development and domestic implementation of the DiverPass methodology and any innovative strategy.

There can be many tools for introducing a new methodology. The most effective is to organize a practice-oriented workshop where professionals who help migrants can try out the method with the “Learning-by-doing” procedure. Counsellors who on a day-to-day basis face the difficulties of migrants seeking employment would also have a good chance to be open to our methodology.

We can also reach a larger audience by presenting our approach at conferences dealing with migration or labour market counselling, and then we also give a very practical methodology description to professionals who might be interested.

A third way to enhance the sustainability of the Diverpass is to formulate a policy recommendation and communicate it to policymakers and large labour market providers. Given the fears on the subject, the effectiveness of this is in doubt but we shall overcome...

DiverPass – An opportunity to support professionals to enhance volunteering and linguistic learning among their audience

By Benoît Arnaud, Cité Saint Pierre (Secours catholique)

The theoretical article is based on two studies carried out by the Centre d'Entraide pour les Demandeurs d'Asile et Réfugiés (CEDRE13) an organisation belonging to the Secours Catholique (Caritas France), which provided its expertise for the Erasmus + - DiverPass project.

The first survey¹⁴ was carried out at the beginning of 2018 with 52 migrants. Its purpose is to identify the needs and expectations in terms of access to the labour market. The second survey is an Action-Research: "Acting with exiled volunteers at Secours Catholique" carried out in 2019 and published in October 2020. Its objective was to formulate recommendations on the participation of exiled volunteers on the basis of their feedback (2014-2018).

The topic of the participation of all in the associative project ("All actors") was developed within the SCCF network. Indeed, more and more people in precarious situations want to get involved as volunteers. Many of them have experienced or are experiencing migration. We note a strong desire for commitment expressed by migrants. It was expressed everywhere in France - in the Young Caritas teams, in the day centre in Calais, in the Agora in Clermont Ferrand and in many other teams.

On the basis of the observations made, the CEDRE's Action Research suggests 16 tips to tackle the different issues identified. Tips 2 to 6 concern the preparation of volunteering for exiled people. Tips 7 to 12 accompany the first steps of the volunteers. Tips 13 to 16 apply to the entire volunteer experience.

¹³ <https://www.secours-catholique.org/le-cedre-un-centre-dentraide-dedie-aux-demandeurs-dasile-et-aux-refugies>

¹⁴ Agathe KONIEZINSKI, a sociologist trainee at Cedre, under the supervision of Bruno Magniny, “ Enquête sur les exilés et l’emploi au Cèdre “ - Secours Catholique – January to April 2018



Practical Approach

The French Experience with the initiative conducted by Le Cèdre by Cité Saint Pierre (Caritas-France, Lourdes, France)

The French Experience at the Cité des Métiers & North of France by Iriv Conseil (Paris, France)

The Italian Experience by ERIFO (Rome, Italy)

The Hungarian Experience by Jovokerek (Budapest, Hungary)

The Polish Experience by STOP (Warsaw, Poland)

The French experience- the network involved by Caritas France

By Benoît Arnaud, Cité Saint Pierre (Caritas France)

Caritas France 15 (SCCF) is a non-governmental solidarity organisation. It is part of the Catholic Church in France, a member of the Caritas Internationalis confederation and a recognised association of public utility.(...) The SCCF calls on all people to commit themselves to living encounter, mutual aid and joy of fraternity. Its members work to strengthen everyone's ability to act so that everyone can have an access to fair living conditions. The association fights against poverty, inequality and exclusion and suggests alternatives for the common good. As of 01/01/2021, it had 897 employees and 53,492 volunteers (69% women and 31% men¹⁶). Among the volunteers, 7804 new ones arrived during the year 2020. Caritas France is organised in a network of 72 delegations divided into 3500 local teams in Metropolitan France and Overseas, the whole of the French national territory. The delegations are supported by National Directorates. Three internal organisations bring their specificity to Caritas France 's mission: the Centre for Mutual Aid for Asylum seekers and Refugees (Centre d'Entraide pour les Demandeurs d'Asile et Réfugiés - CEDRE), the Cité Saint-Pierre and the Abraham House in Jerusalem (Maison d'Abraham¹⁷).

Some meaningful examples were chosen for their link to the Diverpass project: language skills and citizenship skills, both of which are linked to a better preparation for the integration into the labour market - French for all ("Le Français pour TOUS")¹⁸ collective focused on linguistic competence ; JUCIVOL: Citizenship skills ; a pathway back to employment ("Parcours de retour vers l'emploi"): a new goal for the Cité Saint-Pierre. In a last part, the testing of the manual at the Cité Saint-Pierre is described: on the form , on the content ; and two meaningful examples of migrants' involvement as volunteers (Mohammed and Souleymane)

The Diverpass project has been an opportunity for the Cité Saint-Pierre to bear witness to the commitment of these volunteers with diverse profiles, who enable it to accomplish its mission of welcoming the poorest. The recognition is twofold: for the Cité Saint-Pierre and for the people who develop their skills, their integration and their "social utility".

¹⁵ [Secours Catholique - https://www.secours-catholique.org/](https://www.secours-catholique.org/)

¹⁶ Study « Bénévolat au Secours catholique en 2020 - Tableau de Bord Analytiques - Données extraites de G2A », early 2021

¹⁷ Maison d'Abraham (Jerusalem)- <https://www.secours-catholique.org/la-maison-dabraham-a-jerusalem>

¹⁸ Study on line - <https://parlera.fr/wp/2021/06/mobilisation-lancement-dune-recherche-action-pour-le-francais-pour-tous/>

The French experience - A diverse testing conducted in France - meeting professionals on the ground and tackling specific issues that could make a difference

By Bénédicte Halba, Iriv Conseil.

The Diverpass and its first achievement, a manual meant to support professionals (volunteers and paid staff), was to be tested among a relevant audience. As far as France is concerned, the two French partners decided to specialize their testing according to their usual networks - Caritas France for the Cité Saint Pierre and the monthly club at the Cité des Métiers for iriv. The scheduled testing was jeopardized by the Coronavirus that started in March 2020, the time the DiverPass testing had to begin. Some alternatives could be found, such as replacing “face to face” meetings by virtual meetings but it was not convincing as a human relationship is most needed for better explaining the DiverPass process.

Unexpectedly while organizing the seminar in Lourdes (Learning, teaching and training activity, LTTA) with the Cité Saint Pierre (CSP) in June 2021, an encounter with a volunteer at the CSP who was also involved among the French Red Cross to support migrants in the North of France. This was an opportunity to organize a second kind of testing on the ground, this time in totally new conditions, in September, among professionals faced to sensitive situations as undocumented migrants are faced to dramatic and unhuman conditions.

On the basis of five lessons learnt, the conclusion was : if the first testing conducted by iriv (Cité des Métiers) was the usual one , the second testing conducted on the ground in the North of France allowed the awareness of another reality, much more critical. The migration issue is both a European and national competence, the perspectives may differ with some national issues. Nevertheless, it should not have any impact on the way to behave towards a migrant public, especially when it is vulnerable (without any paper or legal authorization to stay). Undocumented doesn't mean unprotected; human rights are universal and unconditional, whatever the status of migrant. The respect of fundamental rights and European values should not be a theory but a vivid reality.

The Italian experience

By Laura Laurenzi (ERIFO)

ERIFO, the Italian partner in the DiverPass project, structured the testing of IO2 - *A Manual for migrants and any person supporting migrants* in different phases. The first phase of the pilot involved mainly volunteers coming from different backgrounds, while the second phase involved professional figures working closely with migrants and interested in facilitating their transition into the labour market. Finally, the third and last phase that took place in April 2021 involved a broader pool of tester who work with migrants and asylum seekers on daily basis.

The main aim of the phases of the pilot is to test the manual on professionals and volunteers coming from different backgrounds and sharing the following common feature: working with migrants. One of the objectives is to reach as many people as possible and ensure to receive their opinion not simply on the topics tackled but also on the methodology as a whole. In fact, the 4 steps develop by the methodology (STEP 1- detailing a voluntary experience, STEP 2- identifying competences achieved through voluntary experience, STEP 3- assessing the level of master of the competence acquired by migrants and STEP 4-Building an action plan) combined approaches developed during former projects, especially on the assessment of the volunteers' competences, and the *upskilling pathways* expressed in the European Commission recommendation, all of them focused on 2 key competences, communication in a foreign language (KC 2) and social and civic competences (KC 6).

The overall testing in the Italian territory, despite its longevity and its difficulty to be replicated online, can easily be defined as successful. All the feedback and comments gathered throughout the last months demonstrated a high level of interest and engagement at local regional and national level, contributing into positive feedback on the usefulness and effectiveness of the manual produced by the partnership and its contents. The participation rate and level of engagement can easily be classified as very high, reaching out to other categories of individuals working with migrants not taken into consideration on the initial assessment of the project, hence producing a higher level and number of positive results that the ones expressed at the beginning.

The Hungarian experience

By Zita Gabor (Jovokerek)

The Hungarian experience was preceded by a short insight in the circumstances in which the testing took place so the reader can better understand our approach, activities and the results achieved. The testing process took place from November 2020 to January 2021. As the Diverpass project is implemented by four European partners with different countries, the manual to be tested integrated approaches based on different circumstances. The manual suggests a solution for a common phenomenon of Europe, namely for the better labour market and social integration of migrant people by learning the language (improvement of key competence 2) and social-cultural aspects of the host country (improvement of key competence 6) through (guided) volunteering activities. The method created had to be adapted to the local circumstances as in any testing for a European project. This adaptation meant some shifts in the emphasis, and a careful planning in choosing the right target group.

The process followed 5 stages : involving and training mentors ; planning the practical approach ; involving participants ; implementing the mentoring process ; and drawing conclusions limited to conditions similar to the Hungarian. Firstly, we would like to insist on the environment that can be described shortly as follows. Migrants are mostly economic immigrating, refugees are very few in numbers. The Hungarian government rhetoric makes migrants enemies among the society although the labour market is in huge need for workers. The government is not providing basic integration services, the civil sphere is. Volunteering is not well embedded in society

In general, the tool is useful to help the integration of migrants. Some suggestions for its use were made. The Diverpass method can only be used helping migrants who have stable financial background as volunteering takes time and sometimes financial efforts from the volunteer him/herself. Some people may have unrealistic plan and too high expectation. The tool can help to create realistic, experience-based long term and short term goals. Regarding Key Competence 6 - Citizenship– although knowledge is a powerful element of KC6 a mentor should take into consideration if all elements are equally important for his/her learner and the goal he/she is willing to achieve when making the initial evaluation (first step: evaluating competencies). Motivation is a key element. It is also important to acknowledge what the volunteers are doing and somehow they should be rewarded even though an unfinancial one. The method could not only help people find a job. It can also help migrants keep a job or look for a more suitable one by better fitting in into the workplace environment. The tool has an added value as well. By using the tool and channeling migrants to volunteer work the society as a whole may be sensitive to this new perspective. Migrants show their positive values while helping other people and express their will to be part of the host society. The process might not be stopped with the action plan. It could be used as a repetitive process until our audience has obtained the required competencies to be able to enter the labour market.

The Polish experience - Innovative, attractive and... not so easy to implement - feedback on the Manual from Polish professionals and volunteers

By Agnieszka Borek and Bartłomiej Walczak, STOP

A Polish experience

The Manual was tested in Poland among professionals (educators, trainers, coordinators) and volunteers who work for Polish non-government organizations specialized in supporting refugees and immigrants in Poland - Ocalenie Foundation, that runs Help Centers for Foreigners in Warsaw and Lomza, training apartments, support for refugee and immigrant children, and Polish language courses.

The Manual responds to one of the most critical challenges: promoting the integration of migrants into the labor market by improving two most important key competencies relevant in this field, namely multilingual and citizenship competencies.

The data collected during the testing period show two possible recommendations for using the Diverpass approach while working with migrants. Firstly, volunteering should not be treated as a primary activity but as a part-time add-on to the educational or economic activity. Secondly: target groups should be carefully selected. People whose basic needs are secured and who are planning a prolonged stay in Poland may be more interested in volunteering. It may be coined with educational involvement, especially for the younger cohorts of immigrants. The learning by volunteering was recognized as a potentially good solution for young persons who do not face economic challenges and have spare time. They can benefit from strengthening their social and civic integration. They can face real-life situations as volunteers, supporting them in acquiring different skills they need in a new country and their adult life.

The Manual was tested during the 2020 lockdown caused by Covid-19 pandemics. Pandemic lockdowns have limited some of the NGOs' regular activities based on donor support and volunteer activity. Recruitment of volunteers had been challenging since most of the activities started to be held online, and potential volunteers were overwhelmed with online work and remote social interactions. Online life has become a barrier for many migrants and refugees who got the support. At the same time, migrants are prone to various social, psychological and emotional trauma in such situations, emanating from fear of neglect by the local community and concerns about wellbeing and safety of their families waiting in their native places.

An international perspective

This part aims to analyse the experiences from the Diverpass manual testing in partners countries from a more general perspective. Although careful readers may find some overlaps with the national reports, which base on the same set of data, we hope that bringing another perspective and an attempt to a meta-level summary may be helpful, especially for the readers from countries other than involved in the testing.

Although the limitations described above are out of the control of any single organization or think-tank, the basis on the feedback information provided, we can summarize some recommendations for Diverpass approach implementation.

1. The language barrier should be kept in mind. Although activities proposed in the manual often base on visual tools, mutual understanding is crucial to gain the effects.
2. Cultural barriers. The team planning the activities tried to avoid culturally sensitive issues but considering the possible variety of the refugees and migrants, the trainers should always remember about potential cultural biases.
3. Motivating refugees and migrants to involve in the Diverpass activity may be challenging. We do recommend issuing a certificate, which should follow local regulations. By certification of acquired skills and knowledge, as well as by formally confirming the involvement in volunteering, the organization may give a document, which will increase migrant/refugee chances on the labour market. Moreover, in some of the countries, skills acquired in-formal and non-formal education are recognized by the formal education institutions.
4. It is worth recognizing the theoretical knowledge level and – if necessary – simplifying the language when training the organization hosting volunteers.
5. Employees of the organization hosting the volunteers should be provided with a general picture: which tools are offered in the Diverpass manual and what can be achieved with them.
6. Make sure that first contact employees of the organization hosting the volunteers are aware that the tools should be chosen accordingly to the specifics of a group they are working with. Pay special attention to those working with illiterate migrants and refugees.
7. Additional support in developing training skills may be necessary.

Recommendation & Conclusion

This part is meant to pave the way for concrete proposals to be made for the New Pact for Asylum and Migration under discussion on a European level in 2021, the topic of migration being a shared competence (European and national levels) and a most sensitive one.

In a first article, M. Sebastien Nadot, member of the French Parliament (Assemblée nationale), who chaired the National Assembly's Commission of Inquiry on Migration, presented in November 2021, at the Assemblée nationale insisted on the major problems encountered by migrants in France - the question of the French language. It has been found that teaching French in France to migrants is most insufficient. This situation is the sign of a very French paradox: teaching French to foreigners in France is less secure than for foreigners abroad. Part of the money used for teaching French abroad should be used in France. It is also suggested the creation of a common "national education - higher education" service to provide an appropriate response throughout the territory. The proposal was made by a previous report entitled "The integration through employment of newcomer foreigners: recognition of diplomas and qualifications, validation of acquired professional experience" (IGA-IGAS-IGESR, April 2021) that formulated relevant recommendations. A focus has to be made on the respect of human rights for migrants and the investment to be dedicated to a successful integration combining local and international dynamics

In a second article, Mrs Claire Millot, a volunteer involved in the association Salam for the past twenty years defended the duty to support Exiled people on the margin of Europe. She reminded that in the Schengen area, free movement is a right: "The principle of the freedom of movement of persons (art. 3 Treaty of the EU) that implies that any individual (EU national or third country national), once entered on the territory of one of the member countries, may cross the borders of other countries without undergoing checks. She also formulates some recommendations for a decent reception of migrants:

- 1- the reception centers (CAO / CAES) should offer unconditional reception (in duration and in asylum applications) with social and legal quality support everywhere; a form of "migrant's house" that associations have been calling for years ... ;
- 2- the Dublin footprints should not be taken into account as during the evacuation of the great Calais Jungle; article 17 of this regulation offers this possibility to each country ;
- 3- the asylum seekers very quickly should have the right to work instead of moping or moonlighting ...;
- 4- and 4- we should give up sending away those who want to work, those who have experienced suffering on their journey to arrive, those who need care.

Conclusion

by Bénédicte Halba (Iriv Conseil.) with the all team

When a young man of 25 years old coming from Iraq dies in some wood in Poland because he was brutally treated by Belarus soldiers without receiving any support from Polish soldiers, this is a shame for Poland and Europe¹⁹. When a young man about the same age coming from Afghanistan dies in the sea because he tried to cross the Channel to reach the United Kingdom, this is also a shame for France and Europe²⁰. In both cases the European Union has not respected the fundamental rights that are its basis since the very beginning- human rights are unconditional and universal, whatever the status or citizenship, any human being should have the freedom to build a better future, to be supported in his/her research for happiness, and to be given the chance to achieve this dream especially when he/she is persecuted in her/his country or when life is totally impossible for social, political or economic reasons. The death of these young men is not only a human tragedy and a moral fault, but also a main risk for the European Union. It may give the idea that the EU doesn't respect the principles it should stand and fight for. Democracy is not only a theory, it has to be shown in facts. For the families of the young men who died in Europe, this is a main grief. In the countries (in Middle East) these young men come from it may confirm a very negative message spread by an Islamist propaganda against Europe and democratic countries in general. We have experienced in the past twenty years the damages it may cause in democracies: the terrorist attacks against New York in 2001, the series of terrorist attacks in France since 2012 with a climax in 2015, the terrorist attacks in Belgium or Germany in the past 5 years. Whatever their name, ISIS or Al Qaida, this terrorism is here to stay and seems to be quite vivid in Sub Saharan Africa but also in North Africa. It has a main impact in Europe in sensitive urban areas where many youngsters (belonging to families with a migratory background) are highly sensitive to this fake news spread by social networks.

The European Union is also attacked by its neighbours, with a main increase since the Covid pandemics: Russia and Turkey have launched since 2015, a main anti-European campaign with a turmoil in Mediterranean - Cyprus and Greece for Turkey, Syria or Libya for Russia. This negative spirit is expressed on the occasion of protests on the European territory by some supporters living in the European countries (Turkish diaspora in Germany, but also former political leaders in France, Germany, UK or Hungary defending Russia). Their idea is to combat the European Union to restore the Ottoman and Russian empires that collapsed after World War I. This strategy may have a

¹⁹ Many migrants are freezing to death in woods at Belarus-Poland border - Michel MARTIN, November 21, 2021, NPR-

<https://www.npr.org/2021/11/21/1057815903/migrants-are-freezing-to-death-at-belarus-poland-border>

²⁰ At least 27 migrants coming from Iraq and Iran died in the Channel on the 27th of November 2021- Alex Therrien, BBC News, Thursday 25 November 2021,

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depressive impact on many Europeans, lost or unsecure, nostalgic of illusory “glorious old times”. With the Covid pandemics the European Union has been aware that our common future could be jeopardized. The economic project the EU was built on has always been combined with a political one- defending our European values for a sustainable peace after the human tragedy World War II has been. The economic part of the EU project seems on a good track as Europe is a rich and strong area ; the political part is still uncertain with many sources of disagreement among European countries, and migration is a most sensitive one. Indeed, this is not only human solidarity that should inspire the European Union and European countries to implement a decent Public Policy of Reception for migrants, this is a main geopolitics reason. Without a climate of trust and international security, economics may also be jeopardized. Supporting migrants and professionals working with them shouldn't be an option but a main priority if we want to move forward after the Covid times, and to prepare a sustainable future for Europe. In 2015, Germany was the only country to openly welcome refugees coming mainly from Syria because the employers' trade union encouraged the process as they needed a workforce.

In 2021, the French Trade Union for employers (Medef) in France is making the same statement: there are almost 1 million unfulfilled employments in France. We do need a young and motivated workforce. A recent survey published by a public centre of analysis in France insisted on the assets for French economy of a qualified immigration (CAE, 2021). The authors of the study regret that the public debate would be dominated by identity and security reasons and that the economic approach would be forgiven as immigration could have a main positive contribution to economic growth. Some recommendations are made: being focussed on “talents”, enhancing a VPL approach in order to have a better evaluation of foreign diploma and qualifications, enhancing a human capital strategy, and addressing international young graduates (especially in the transition studies- employment). Professionals supporting migrants must be equipped for supporting migrants in their social and economic inclusion. The two French articles (iriv, Paris & Cité Saint Pierre, Lourdes) are insisting on the importance to implement a competence approach, based in a first place on Key competence 2- Multilingual competence (as the B1 level is expected on the French labour market) combined with Key competence 6- Citizenship (as it is a way for migrants to build a social network and so enrich their social capital). In a second place, all their experiences may be expressed in terms of competences in order to enhance an upskilling process. Caritas France has also been most active in an advocacy for exiled people both on a national and international level.²¹

Immigration has been a central theme of Italian media and political debate in recent years. Between 2014-2021, circa 700,000 migrants landed by sea. With all the attention focused on the landings, one would think that in the same years the number of foreigners would have increased significantly. The reality is different. Since 2014, the number of foreigners (which had more than doubled in the previous decade, from 1.9 to 4.9 million people) has remained stable. Are there sufficient regular channels in Italy today? It is always difficult to give a definition of "sufficient", but certainly the regular channels to Italy, as in the EU, over the last decade instead of expanding have been greatly restricted. Populist right-wing forces (Salvini's Lega Nord and Giorgia Meloni's Fratelli di Italia) have succeeded in capitalizing on the

²¹ Main support provided by Caritas France to migrants - <https://www.secours-catholique.org/migrants>

moment of socioeconomic crisis by racializing an otherwise vertical conflict between the rich few and the poor and impoverished many. Thus, recent regulatory reforms have favored the marginalization of migrants and created a true subaltern integration. The substantial closure of legal channels of access (the “Flow decrees”) and the restrictions to humanitarian protection has accentuated the blackmail ability of migrants. Progressive and social democratic forces must act to change the frame with which migration is narrated. But, in addition to the need for reforms at the national level both on the side of humanitarian protection and entry channels, Italy is necessarily pushed to act at the European level.

The migratory landscape in Poland has faced significant changes within the last two decades. From the net emigration country, with a temporary rise in migratory outflow after joining the EU in 2004 Poland changed to the pivot country. It still maintains one of the biggest diasporas abroad - proportionally to the population size - but also is one of the biggest receivers of non-EU economic migrants, from Ukraine specifically. In autumn 2021 Poland for the first time in its modern history experienced a humanitarian crisis caused by the inflow of refugees by its eastern border. The real scale and implications of this inflow for Polish migratory and integration policy are still under question. The use of the Diverpass approach in developing migrants' skills should be connected with real efforts to secure migrants' basic needs. Successful integration requires significant changes in migratory and social security policies.

In Hungary, migrants are mostly economic immigrating, refugees are very few in numbers. The Hungarian government rhetoric makes migrants enemies among the society although the labour market is in huge need for workers. It is not providing basic integration services, the civil sphere is. The Diverpass method should help migrants who have stable financial background as volunteering takes time and sometimes financial efforts from the volunteer him/herself. The method could also be used as part of a wider mentoring process as sometimes their main issues are related to fulfil more basic needs like housing or getting food. The method could also help migrants keep a job or look for a more suitable one by better fitting in into the workplace environment. By using the tool and channeling migrants to volunteer work the society as a whole may be sensitive to this new perspective.

A European project is always a way to test on the ground innovative strategies and tools to be widely spread and used in all the European Union. This is also a way to warn policy makers on sensitive issues -migration is indeed a main issue the European Union and all its members have to tackle. Equipping professionals with a relevant tool and strategy, the Manual designed for the DiverPass, and addressing stakeholders in our countries and in all the European Union to contribute to the New Pact for Asylum and Migration, our ebook, are the main contributions. We do believe it may make a difference to raise awareness and some “points of light” in a still troubled Europe. We also hope it could change the wrong and negative image of a selfish Europe, closed on itself and reluctant to share the fruits of its economic growth- “fortress Europe”. Migrants could and should contribute to the European growth, they are not a threat but a promise for Europe.

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Assessment of competences- sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification (evaluation is used for assessing training methods or providers)- CEDEFOP

Citizenship- a right and indeed a responsibility to participate in the cultural, social and economic life and in public affairs of the community together with others (Convention of the Protection of National Minorities, 1995)

Competence – 3 main ways to define it: (1) proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation (CEDEFOP) ; (2) combination of knowledge, skills and attitudes appropriate to the context. (EC, 2006) ; and (3) key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment (EC, 2006)

Diversity- it has become a major political-cultural issue with the post-enlargement Union (since 2004) with a need of a common European identity and set of values. At the same time the earlier emphasis on “integration” was substituted with the current one on “identity”.. The “united in diversity” motto of the European Union and the idea of “forging a common destiny” imply interaction and dialogue between diverse cultures (Blokker, 2006). Since 2007, many charters for diversity were adopted all around Europe following the adoption in 2000, of two directives: the Employment Equality Directive prohibited discrimination on the basis of sexual orientation, religious belief, age and disability in the area of employment; the Racial Equality Directive prohibited discrimination on the basis of race or ethnicity in the context of employment, but also in accessing the welfare system and social security, and goods and services (Halba, 2014)

Learning

Formal learning- learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective (Cedefop, 2002).-

Informal learning- learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning may be intentional or non-intentional (or incidental/random) (CEDEFOP 2002)

Non formal learning- learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element (something described as semi-structured learning). It is intentional from the learner's perspective. Non formal learning does not lead to certification- CEDEFOP

Learning outcome- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (CEDEFOP 2002)

Lifelong learning- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (CEDEFOP 2002)

Mentoring – guidance and support provided to a new entrant (ie someone joining the institution/organization) or to someone as a part of professional development and support, by an experienced person who acts as a role model, coach or confidante (CEDEFOP, 2008)

migrant

- a generic term encompassing refugees, asylum-seekers, foreign workers, trafficking victims, trailing spouses, economic migrants, people who move away from their country to join their family members.²²

²² Jørgen Carling, *Research Professor at the Peace research Institute Oslo (PRIO)* - <https://meaningofmigrants.org/>

- an umbrella term covering all forms of movements.²³
- “any person who is outside a State of which they are a citizen or national, or, in the case of a stateless person, their State of birth or habitual residence”²⁴.
- a neutral term to describe a group of people who have in common a lack of citizenship attachment to their host country. The use of this term in this manual is due to practical reasons and is without prejudice to the protection regimes that exist under international law for specific legal categories of people, such as refugees, stateless persons, trafficked persons and migrant workers²⁵.

refugee - strictly defined in international law as a person who is fleeing persecution or conflict in her or his country of origin. Refugees are entitled to the full protection of refugee law, including protection from expulsion or return to situations of persecution where their life and freedom are at risk.²⁶

Valuing learning - the process of recognising participation in and outcomes of (formal, non-formal, informal) learning, so as to raise awareness of its intrinsic worth and to reward learning- CEDEFOP

Volunteering - it is characterised by three things. 1st volunteering is an activity people choose to do of their own free will; 2nd there is not a financial payment to the volunteer; and 3rd volunteering is for the for the benefit of people (or the environment) other than (or in addition to) the volunteer’s own family and friends. It is accessible by anybody, irrespective of their age, gender, race, education or financial status. It usually happens in organisations settings that are set-up as not-for-profit organization (Irv & allii , 2006)

²³ International Organisation for Migration - <https://www.iom.int/key-migration-terms#Migrant>

²⁴ United Nations High Commissioner for Human rights- <https://www.ohchr.org/Documents/Issues/Migration/GlobalCompactMigration/MigrantsAndRefugees.pdf>

²⁵ United Nations High Commissioner for Human rights- <https://www.ohchr.org/Documents/Issues/Migration/GlobalCompactMigration/MigrantsAndRefugees.pdf>

²⁶ United Nations High Commissioner for Human rights- <https://www.ohchr.org/Documents/Issues/Migration/GlobalCompactMigration/MigrantsAndRefugees.pdf>

Texts of reference

Charter of Fundamental rights (2000)- (2000/C364/01)- The Charter of Fundamental Rights of the European Union (EU) was proclaimed at the Nice European Council on December 7, 2000. It contains 54 articles enshrining the fundamental rights of individuals within the EU. These are divided between six individual and universal values constituting the basis of European construction: dignity, freedom, equality, solidarity, citizenship and justice.

Convention relating to the Status of Refugees – adopted in 1951 and its 1967 Protocol are the core of the international protection system, complemented by regional treaties and declarations that also address the rights of refugees. International refugee law operates in conjunction with international human rights law, starting with the 1948 Universal Declaration of Human Rights, and with international humanitarian law (the law of war). (United Nations High Commission for Refugees - <https://www.unhcr.org/publications/legal/3d4aba564/refugee-protection-guide-international-refugee-law-handbook-parliamentarians.html>)

Handbook on European non-discrimination law (2010) - According to the European Non-Discrimination Law, with the entry into force of the Lisbon Treaty, the Charter of Fundamental Rights of the European Union became legally binding. Furthermore, the European Convention on Human Rights also fostered increased knowledge of common principles developed by the Court of Justice of the European Union and the European Court of Human Rights, which have become central principles for the proper national implementation of the standards on non-discrimination.

Eight Key competences - Every citizen needs a wide range of skills to easily adapt to a highly interconnected and rapidly changing world. Education in its dual role, both economic and social, enables European citizens to acquire the key competences desired in order to be able to adapt easily to changes. Competences are defined as a set of knowledge and skills adapted to the context. Key skills are those that all individuals need for personal development and fulfillment, to enable active citizenship, and to facilitate social and professional inclusion (European Commission, 2006)

Treaty of Amsterdam – adopted in 1997 which transferred asylum and immigration policy to the community's jurisdiction, and national laws define instead the legal and protection framework for migrants (European Parliament - <https://www.europarl.europa.eu/topics/treaty/pdf/amst-en.pdf>)

Contributors

Benoit ARNAUD, responsible for the Animation-Booking- Volunteering department of Cité Saint-Pierre since 2016. As a social worker, he has an experience of international cooperation in New York City (NYC), in the district of the Bronx, in an organization (Abraham House) suggesting an alternative to incarceration. He implemented various programs, including after-school program and a family program with a migrant Hispanic speaking audience ; he led the “Alternative to incarceration” program. In 2008, he obtained a Master in local and international social program development and joined an association for people with mental disabilities (Arche) coordinating personalized projects and hosting 40 people, as well as the management of 20 employees and European volunteers.

Agnieszka BOREK is a sociologist, evaluator and coach with strong research and training expertise. Her research interests are focused on the quality of the process of teaching and learning, evaluation and self-evaluation, educators’ professional development. She is a certified educator and trainer, works with adults and young people. For six years (2010-2015), she was a director of the educational project for 28000 Polish teachers and principals, focused on the whole school development, exploring issues of school self-evaluation, authentic teaching and learning process and data-based decision making. She was a member of the expert's team supporting the establishment standards of education and evaluation in the public education system in Saudi Arabia..

Zita GABOR has a relevant experience in working in transnational partnerships, developing and managing EU funded projects, including dividing the tasks and work-package, leading meetings, guiding the transfer-activities and controlling the budget. She has over 20 years of experience, has worked with several organizations from profit-oriented through the local municipality to NGOs. She developed, executed (EIA-AMIF, Erasmus+, Swiss and Norwegian Fund, JUST) and evaluated (Erasmus+, Swiss Fund) EU projects. She has been involved in migrant projects since 2009 in the field of labour market and social integration, entrepreneurial skills development and awareness-raising.

Bénédictte Halba is a doctor in Economics (University Paris I Panthéon Sorbonne 1996). She created the Institute for Research and Information on Volunteering, IRIV (www.iriv.net), in 1997 specialising in lifelong learning with a focus on non formal and informal learning acquired thanks to a Voluntary or a Migratory experience. Diversity has become another key topic since 2013. She has written several books since 1995 and edited the 5 publications of the IRIV together with its electronic review published twice a year since 2004-www.benevolat.net. She is the webmasters of all iriv’s websites including its portal www.iriv-publications.net publishing the results of all the projects iriv has been a partner or coordinator of - more than 50 projects since 1997.

Laura Laurenzi is a Master's graduate in Economics, with a major in Management of the EU Funds (the Sapienza University of Rome). Since 2018 she has worked as project writer and manager for several public and private bodies, managing and presenting grants in the former H2020 Programme and EIC Pilot. Her field of expertise in the Erasmus+ Programme are: Adult Education, Youth and VET. She is currently a researcher/teacher and project manager at ERIFO, managing the ERIFO's involvement in the Erasmus Programme.

Claire Millot is a volunteer at the Salam association. She has been general secretary of the SALAM Nord / Pas-de-Calais association since 2014 and was responsible for the Dunkirk sector from 2016 to 2021. Retired literature professor, she puts her writing experience at the service of this aid association to migrants. Letters, publications, press releases, inter-association meetings occupy a large part of her time but she is keen to participate at least once a week in the preparation and distribution of meals so as not to lose contact with the reality on the ground.

Sebastien Nadot is professor agrégé in Physical Education and holds a PHD in History (EHESS, 2009). was elected in June 2017 as deputy of Haute-Garonne (Occitanie). He is a member of the Commission of Foreign Affairs of the Assemblée nationale (French Parliament). He worked on the issue raised in Yemen ; he co-organized and chaired in May 2021 the colloquium "Dialogue Between Enemies". He was president of the Commission of Enquiry on migrations (2021).

Attila MESZAROS has a degree in social work, has experience working with migrants for more than 25 years. As a migrant himself, he traveled to Hungary from Serbia during the Balkan war, he implemented programs as a professional leader in civil and church organizations and municipal companies: social work, counselling, integration services, labour market programs, mentoring, training, outreach programs, events and campaigns, social films, crisis care: housing, food and medicine, networking, research and policy submissions. He has given lectures on border issues, migration, refugee issues to border guards, NGOs, students, social workers, deacons, pastors.

Bartłomiej WALCZAK, a doctor in sociology and cultural anthropologist with over 15 years of experience in social research and adult education. He is, in particular interested in evaluation in education, correlations between migration and education, parental involvement in education, students' safety, educational change. He authored two, co-authored four other books and published over 60 other scientific publications, both in Polish and international journals. He participated in over 70 research and evaluation projects. He worked as an expert for numerous Polish and international institutions (OECD, OSCE, Public Education Evaluation Commission (Saudi Arabia)...

