RESEARCH REPORT

Summary
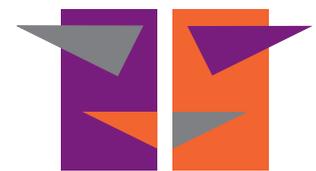
BEYOND RETIREMENT
A migrant integration resource

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Executive Summary

BRAMIR (Beyond Retirement - A Migrant Integration Resource", ref. no. 2016-1-DE02-KA204-003275) is a project financed by the Erasmus+ Programme of the European Commission. It proposes new innovative resources to support senior volunteers in their proposed role as migrant integration workers, namely:
* **a bespoke train-the-trainer curriculum;**
* **a set of psychographic profiling tools;**
* **a digital toolbox of key social and civic competence development tools.**

The project consortium is composed of 10 organisations in 8 partner countries – Germany, Cyprus, Ireland, France, Italy, Romania, Finland and Austria - and in one associate country (Switzerland).

In order to accurately inform the projects' outcomes, in the initial project implementation phase, between December 2016 and February 2017, the consortium has performed a combined research: a desk-based exercise acquired through literature review and a field-based exercise acquired through questionnaire, with the purpose to identify existing models of best practice for:

(a) the development of migrant support programmes;

(b) the use of psychographic profiling;

(c) the design and provision of induction training;

(d) the development and delivery of train-the-trainer courseware;

(e) available tools and resources for developing key civic and social competences;

(f) the most appropriate technologies for working with the project target groups.

This report presents the research findings obtained by the project consortium.

Part A of this report presents the findings from the desk research: 24 migrant support programmes and/or existing tools and resources; ideas on how to use psychographic profiling to identify key variables within migrant communities useful for BRAMIR in developing learning resources for migrants and in matching senior volunteers and migrants for working together; key skill areas for BRAMIR train-the-trainer curriculum for senior volunteers and the induction course for adult educators; methods to deliver BRAMIR curriculum; most appropriate media formats for learning content for both target groups (senior volunteers and migrants).

Part B contains results of a field research achieved through a questionnaire applied to 63 adult educators, migrant support workers and volunteer managers. It emphasizes the social and civic competencies that should be included in BRAMIR curriculum, the learning methods, the media formats and the learning supports to be used with both target groups.

The last part titled "Conclusions and recommendations" points out that the senior volunteers and migrants are different and they have to be approached differently, underlines the necessity of the matching process between the two categories and provides some recommendations for the elaboration of the BRAMIR curriculum.

A. Findings from the desk-based research

Migrant support programmes and/or existing tools and resources as examples of best practice that BRAMIR can valorise:

Among many existing, 24 valuable resources have been carefully selected by the project consortium. They all focus on supporting the social and labour market integration of migrants, refugees or people seeking asylum through various perspectives and methods: social and legal assistance, language training, vocational training, social and (inter) cultural mediation, (self)-entrepreneurship training, mentoring and identification of suitable employment structures and authorities, networking, support to access the labour market (including job application and job placement), welcome and social accompanying services, valorizing immigrants' handcrafts, promoting civic participation among migrant communities, preparing political recommendations on migrants' education for integration, helping people to 'help' and 'actively represent' themselves, creating a 'welcome culture', running support groups.

These resources are addressed to adults but also to minor immigrants and refugees, men and women; some of them involved volunteers working directly with immigrants and BRAMIR can definitely benefit of their experiences and results. More details on these resources (descriptions and links), selected during the desk research and may be found within the national reports, available at www.bramir.eu.

How to use psychographic profiling to identify key variables within migrant communities that could be useful for BRAMIR in developing learning resources for migrants and in matching senior volunteers & migrants for working together:

All national reports emphasized that in order to efficiently use the psychographic profiling in BRAMIR several aspects have to be taken into account: (a) the target groups in BRAMIR (migrants and senior volunteers) are not homogenous; (b) a matching approach between the two groups (by creating teams of "like people" based on their characteristics) needs to be implemented; (c) the categories of characteristics to be used would be: personal data (age, gender, marital status), geographical data (country of origin, rural/urban area), language competences (according to the Common European Framework of Reference for Languages), socio-economic data (income level, education, work place – actual and/or past), psychographic data (personality traits, belief, values, personal interests, hobbies and lifestyle, ambitions, likes and dislikes); (d) the psychographic profiling tools should be applied in order to find commonalities between senior volunteers and migrants and thus to facilitate this matching; (e) the questionnaire was mostly recommended in the national reports as a tool to be used for psychographic profiling, among which a good option in our opinion would represent multi-language questionnaire following the '16 Typologies (Personality Types)' of the Myers-Briggs personality classification method, based on the famous psychologist Carl Jung's research (free at https://www.16personalities.com). The test is also universal, without being biased towards gender, race, religious views, social status etc. The "classic" Myers-Briggs test is primarily aimed at adults (or at least adolescents). As age variations exists, the consortium can choose a suitable questionnaire (http://www.kidzmet.com/blog/myers-briggs-personality-types-vs-childhood-personalities/) or can create its own questionnaire to account for age variations among the group of adults that BRAMIR works with.

Key skill areas that need to be addressed in the:
a)   **train-the-trainer curriculum for senior volunteers that BRAMIR will develop**
b)   **induction course for adult educators that BRAMIR will implement**

a) According to the findings of the desk research presented in the national reports, the most needed key skill areas for the BRAMIR train-the-trainer curriculum are:

Intercultural skills (but avoiding clichés) (IT, AT, FR, DE, IE, RO, CH);

Communication skills (IT, AT, FR, CY, DE, IE);

Basic IT skills (IT, AT, FR, IE, RO);

Relationship/interpersonal skills (empathy, active listening, tolerance, team management (IT, AT, FR, RO);

Basic English / language skills (IT, AT, FR, RO);

Self-confidence skills (IT, RO, CH);

Teaching skills (IT, FR, CH);

Dealing with diversity/enhancing diversity skills (IT, AT, DE);

Self-analysis/self-reflection skills (IT, CH);

Humor (AT, RO);

Patience (AT, FR);

Problem solving (IT, AT);

but also:

promotion of inclusivity, promotion of citizenship practices, conflict management skills (IT); motivation skills, argumentation skills, legal aspects, asylum procedures and benefit claims, religious aspects and cultural backgrounds, traumatic disorders and overcoming traumatic experiences (AT); time management (FR); entrepreneurship, awareness of the culture of the country, basic competences in accounting/keeping books (CY); empowerment skills, action competences for the support of refugees, media competence (DE); facilitation and presentation skills, e-learning skills, e-tutoring skills, competence-based training skills, personal effectiveness and assertiveness skills (IE); competence in promoting learning ability, competences in social integration concerning environment, public arena and the State, knowledge on the local political system concerning migrants (CH).

(b) As revealed by the national desk researches, the most needed key skill areas for the BRAMIR induction course for adult educators are the same like the one for the train-the-trainer curriculum, but out of all, a special emphasis should be addressed to: patience, communication, listening, teaching, language, interpersonal and basic ICT skills; e-tutoring; e-networking.

Also, the following should be added:

•   Cultural shock management skills (IT);

•   Organizational skills (in terms of duration, units, group work, breaks, etc.) (AT);

•   Methodological competence (DE);

•   Introduction in psychographic profiling (IE);

•   Introduction to the BRAMIR project (IE);

•   Pedagogical skills (RO);

•   Managing communication in digital tools (IE, CH).

Methods to deliver the BRAMIR training to senior volunteers:

All desk researches performed in the partner countries stressed on the importance of the face-to-face delivery (and have recommended it as delivery method for BRAMIR), especially because of the learning requirements and features that the senior learners have. The arguments in favor for the face-to-face learning were: togetherness, direct explanations and exchanges, the possibility to discuss, seniors' lack of ICT affinity or sometimes their lack of ICT access, attractiveness of the 'meeting with others', direct human contact (social factor), learners the opportunity to network in practical workshops. However, the value of the online learning (through the project e-learning platform) could not be neglected, some of the advantages being that the senior volunteers could access it from home, it allows customization of learning and adaptation to different preferences and learning styles.

As nowadays seniors start being more and more in contact with the internet and developing computer competences, it seems that the most suitable training delivery method would be a blended one, which combines both the face-to-face and online training. The two delivery methods work perfectly well together, as the face-to-face session could allows learners to be fully supported to work with new technologies.

Working in small groups (respecting the ratio of one trainer for four seniors), including ice-breaking activities, hands-on activities and visits in the face-to-face training, organising seminars, workshops, study meetings, using triads exercises, group and independent work, reflection, role play have been also recommended for the face-to-face part of the training.

It was suggested that the e-learning platform should contain an easy-to-access online catalogue where senior volunteers can access training materials, templates, information for migrants and resources contained in the Digital Toolbox (O6). The e-learning platform must be easy-to-use; logical in presentation and include help and assistance tabs throughout as the users of the platform are likely to have basic IT skills only.

Most appropriate media formats for learning content for BRAMIR target groups (for senior volunteers and migrants):

a) for the senior volunteers, the most suitable media formats, in decreasing order are:
>   Video files (IT, AT, CY, DE, IE, RO, CH);
>   PPT files (IT, DE, IE, CH);
>   Online: blogs (CY), elearning platforms (IE), websites (RO), online games (CH);
>   Printed materials (AT, CY);
>   Digital resources (i.e. digital documents in a very well-known format like Word or
>   Open Office (FR, RO);

Additionally, the following have been also suggested: the mobile apps (IT), handouts (AT), booklets (AT), collection of stories (CY), emails (DE), PDF files (DE), case studies (IE), classroom sessions (IE), photos/images/pictures (RO, CH), card play (CH), discussions (CH), presentations (CH).

b) for the migrants, the most suitable media formats, in decreasing order are:
>   Video files (IT, CY, IE, RO, CH);
>   Mobile apps (IT, AT, DE, CH);
>   Digital resources (i.e. digital documents in a very well-known format like Word or
>   Open Office (AT, FR, RO);
>   Online: blogs (CY, DE), elearning platforms (IE), websites (RO);

Additionally, the following have been also suggested: texts and written media (CY), collection of stories (CY), Social media like Facebook and Twitter (DE), GoogleDocs (DE), case studies (IE), classroom sessions (IE), audio recordings/books (RO), photos/images (RO, CH), music (CH).

B. Findings from the field-based research

The field research questionnaire was applied to a total number of 63 persons, in partner countries. The distribution per country and the profile of the participants in the survey is presented in tables 1 and 2 below:

Table 1: Respondents' distribution per participating country

	IT	AT	FR	CY	DE	IE	RO	CH
	6	12	6	6	9	6	11	7
TOTAL				63				

Table 2: Respondents' profile

	Gender		Average age	Category			Average length of service in this role (in years)
	M	F		Adult educator	Migrant support worker	Volunteer manager	
IT	2	4	-	3	2	1	4
AT	-	12	50.7	5	3	4	12.1
FR	3	3	42	4	2	-	4.6
CY	2	4	30.8	1	5	-	3.5
DE	4	5	59.5	3	6	-	4.2
IE	2	4	-	1	2	3	13.2
RO	5	6	42.8	6	1	4	17.8
CH	4	3	28.1	2	1	4	7.8
TOTAL	**22**	**41**	**42.3**	**25**	**22**	**16**	**8.4**

The youngest respondents was 26 years old, and the eldest 80 years (they were both from AT). The shortest professional experience (lengths of service) in the current role was of 1 month (CH) while the longest was 58 years (DE).

Notes:

1) For the multiple-choice items below, not all options have been marked by respondents. This is why in some cases the total number of answers is smaller than the total number of respondents (63).

2) The applied questionnaire contained 5 multiple-choice items and 2 open-ended items. For the multiple choice items the options to answer were provided on a 5-level Likert scale (for items 1 & 2: 1 = Very important, 2 = Important, 3 = I do not know / I cannot appreciate, 4 = Not so important, 5 = Not important at all; for items 3 to 5: 5 = highest appropriateness, 1 = lowest appropriateness). The interpretation of the results was based on the number of answers per category and calculation of the Weighted Mean Score (S).

1. The key social competencies that should be addressed by the BRAMIR curriculum:

SOCIAL COMPETENCIES[1]	N (number of respondents)	S (Weighted Mean Score)
Relationship skills	63	1.19
Social awareness	63	1.22
Self-management	63	1.39
Self-awareness	63	1.44
Responsible decision-making	63	1.44

Due to their score values (S < 1.5), it is obvious that all social competencies in the table above are considered as being very important and thus have to be envisaged by the BRAMIR curriculum.

The respondents have mentioned also additional social competencies. These may be found in Annex 1.

2. The key civic competencies that should be addressed by the BRAMIR curriculum:

CIVIC COMPETENCIES[2]	N (number of respondents)	S (Weighted Mean Score)
Cultural awareness/Intercultural & diversity	62	1.30
Communication skills: intergroup communication, negotiations	62	1.40
Cooperation and consensus building	62	1.62
Social organising – Coordinated interactions- Interactive participation	62	1.72
Democratic decision making	62	1.80
Assessing the feasibility of change from social action and commitment	62	1.87
Active citizenship practices	62	1.90
Critical reasoning about causes and morality	62	1.90
Management/leadership	62	2.43
Policy formation and analysis	62	2.48
Inquiry/Research/methods	61	2.86

The participants have appreciated that "Cultural awareness/Intercultural & diversity" and "Communication skills: intergroup communication, negotiations" are very important.

The second echelon is composed of the competencies "Cooperation and consensus building", "Social organising-Coordinated interactions-Interactive participation", "Democratic decision making", "Assessing the feasibility of

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1 http://www.casel.org/core-competencies/
2 https://www.merrimack.edu/live/files/160-core-competencies-in-civic-engagement

change from social action and commitment", "Active citizenship practices" and "Critical reasoning about causes and morality" which the respondents believed they are important.

"Management/leadership", "Policy formation and analysis" and "Inquiry/Research/methods" are somehow neutral civic competencies (2.5 < S < 3).

The respondents have mentioned also additional civic competencies. These may be found in Annex 1.

3. The most appropriate learning methods to be used with senior volunteers:

LEARNING METHODS	N (number of respondents)	S (Weighted Mean Score)
Learning by talking with other people	62	4.48
Learning by working with someone else	62	4.35
Learning from peers	62	4.35
Learning by working/doing things on your own	62	4.17
Learning by re-applying things that you had already learned	62	4.01
Learning by asking for advice	62	3.90
Learning by being supervised by another person	60	3.81
Learning through trial and error	62	3.48

The scores obtained (4 < S < 5) strongly indicate the high importance of the "Learning by talking with other people", "Learning by working with someone else", "Learning from peers", "Learning by working/doing things on your own" and "Learning by re-applying things that you had already learned" as the most appropriate learning methods for senior volunteers and recommend them for inclusion in the BRAMIR curriculum.

4. The most appropriate learning methods to be used with migrants:

LEARNING METHODS	N (number of respondents)	S (Weighted Mean Score)
Learning by working with someone else	62	4.56
Learning by talking with other people	62	4.53
Learning by working/doing things on your own	62	4.43
Learning by applying things that you had already learned	62	4.33
Learning from peers	61	4.32
Learning by being supervised by another person	62	4.22
Learning by asking for advice	63	4.07
Learning through trial and error	62	3.85

The scores of the learning methods for migrants are slightly better than the ones for senior volunteers, but there is a quite good match between them. For the migrants, same methods like for the senior volunteers seem to be very efficient (see point 4 above) but also "Learning from peers", "Learning by being supervised by another person" and "Learning by asking for advice" which also got scores above 4.

5. The most appropriate media formats for learning content, for target groups (both for (a) senior volunteers and for (b) migrants):

FORMAT of the learning content		N (number of respondents)	S (Weighted Mean Score)
Traditional format (i.e. handouts or handbook on paper)		55	4.07
Digital formats	Video file	59	4.52
	Audio file	57	3.61
	PPT file	58	3.44
	PDF file	56	3.30
	eBook	50	2.92
	Prezzi file	55	2.69
	Other:	N/A	
Interactive formats	e-learning platform	56	3.83
	Open Education Resources	58	3.79
	Mobile Apps	56	3.51
	Forum	57	3.22
	MOOCs	57	3.14
	Blogs	57	3.12
	Webinars	56	3.01
	Other:	N/A	
Other format(s) mentioned by the respondents were:	Face to face meetings/methods (IT, CY) Face-to-face activities with printed material (AT) Face-to-face in smaller groups (for migrant (AT) Social networks (FR) Field trips and visits to local facilities (for migrants) (AT) Face-to-face learning in a supported classroom format (IE) Literature (DE)		

Definitely, the 'winners' of the media formats for learning content are the traditional formats (S = 4.04) and the video files (S = 4.52) which have been appreciated by the respondents as having the highest appropriateness, but close to them have been placed audio files, e-learning platform, Open Education Resources and Mobile Apps (3.5 < S < 4).

Along the national reports, many times the respondents have referred to these and have justified their necessity and efficiency, by emphasizing that the success solution consists of a combination of formats, delivery methods and learning resources, which goes gradually from the face-to-face to online and capitalizes from the printed materials to interactive media.

Some respondents emphasized that using mobile apps/phones works well especially for young persons, and for migrants (not for seniors (AT, CH).

6. The types of learning supports that are needed to facilitate the induction of (a) the induction of senior volunteers and (b) adult educators, volunteer managers and migrant support workers into the new proposed training programme and its learning environment:

As one can see in Annexes 2 and 3, the learning supports for both envisaged groups are very similar and the most suitable are considered to be the handbooks, guidelines, e-learning platforms, short videos and the interactive formats and media. It seems a good solution to start with printed materials and afterwards the digital formats and educational software to be introduced. Generally it is better to use learning media which enable their use at seniors' own pace of learning. It is best to avoid abstraction and to use as much as practical exercises, examples and case studies.

Conclusions and recommendations

Seniors - older workers approaching retirement and recent retirees – represent a valuable asset for the society, thus we have to benefit of their experience and potential. The redeployment of the seniors as volunteers to support the development of key civic and social competences within the established and growing migrant communities can be a viable solution in nowadays societies. In this context, the BRAMIR project proposes a mutually beneficial arrangement affording the seniors target group an opportunity to remain active contributors to society while addressing the growing migrant integration problem.

Senior volunteers and migrants are very different target groups and need customized training provision and delivery methods and adapted support matching their profiles and specificities. Thus, the bespoke train-the-trainer curriculum and psychographic profiling tools that BRAMIR will develop are welcome by stakeholders.

The following recommendations can be made to ensure that the BRAMIR curriculum and resources are relevant and useful to the target groups:

- The matching process between the senior volunteers and migrants requires appropriate tools and training, due to existing linguistic, generational and cultural gaps;

- There are social and civic competencies (i.e. relationship competencies, cultural awareness, intercultural & diversity competencies) that this report has identified and which need to be included in the BRAMIR curriculum to ensure the success of the senior volunteers – migrants bridging;

- Learning by talking with other people and learning by working with someone else are commonly suitable for both target groups of BRAMIR and they have to be used when implementing the training;

- 'Communication/being able to communicate' is important and because migrants might not be able to speak the language of the country of adoption, English or French as lingua franca should be on focus for both senior volunteers and migrants;

- Also due to linguistic reasons (lack of minimal language proficiency) video and other media supports working with images have to be used to support understanding and the learning acquisition;

- A blended learning approach is recommended focussing on face-to-face activities with optional digital and interactive formats to be used as additional resources;

- Traditional media format for learning content (usually printed materials, i.e. handbooks, guidelines, handouts) need to be used during the training in combination with new, modern ones (educational software, digital tools, open learning resources, e-learning platform) depending on the individual features: some seniors and migrants are very comfortable with ICT and Web2.0 technologies, while others are more conservative and prefer better materials on paper.

Annexes
Annex 1
Additional key social and civic competencies that should be addressed by the BRAMIR curriculum

	Social competencies	Civic competencies
IT	To active the other in order to make him/her protagonist of interaction, change and learning;	
AT	To make the others autonomous and aware about the importance of their path. Thematic competencies/knowledge according to the area of activity Tolerance of frustration Awareness of group dynamics Flexibility to quickly adjust to new situation as working with migrant families always opens new challenges. Diversity Anti-racism Anti-culturalisation Knowledge about escape and trauma, possible follow-up traumatic disorders Basic knowledge on religious thematic and Islam Basic knowledge on asylum procedures and benefit claims Argumentation competencies Reliability Critical reflection on topic "help/support" (e.g. helper syndrome) Induction in systematic thinking and action Realistic self-evaluation Research/Organisation of access to public and private funding opportunities Ability to accept support without losing self-awareness	
CY	A person's promptness to take initiatives	
DE	Willingness to learn, humor, ability for dialogue, ability to solve conflicts, self-responsibility, open for changes, conflict ability, personal resilience, optimism, recognizing of limits, highly conflict ability, high level of frustration	Recognize limits of volunteer work, know interfaces between volunteer work and professional counselling centers
IE	Cultural awareness, listening skills, resource allocation to migrants, monitoring and implementing, understanding your role in society, how you can be an active citizen/ routes for people to become active citizens and how volunteering happens in Ireland.	
RO	Methods of integration in the society and culture of the adoption country; Own experience (as a comer from another country); Intercultural competence; a foreign language (the same that the immigrants speak, because it is expected that at least at the beginning the immigrants don't speak the language of the host country, but a foreign / international language); professional competencies;	Competencies on how to support immigrants in learning to accept the civic values of the adopted culture; Competencies on how to support immigrants in learning to get involved in voluntary activities in the adopted country;
CH	To know its own action limits (limits for intervention) ; intercultural communication; differentiate help and cooperation ; capacity to popularize its own discourse ; identify the principals work axes for an integration (for ex. if a learner write one world incorrectly, not work to long on such details but learn the 200 necessary words for a basic communication). One biggest challenge about senior volunteers is that they adopt a childlike or infantile attitude towards the migrants, especially when working on values and norms of the society. In contrast, it is very important to build mutual relation based on respect, empowerment where both can learn from each other.	One person answered, "I do not know" everywhere since it wasn't clear to her/him which category of migrants we are talking about (asylum seekers? EU or EEA citizen?). From there, the training should be contextualized depending on the needs of the migrants. Also, it is very delicate to train on themes like Democratic decision-making when most of migrants do not have political rights in Switzerland.

Annex 2

Learning supports for senior volunteers:

	IT	AT	FR	CY	DE	IE	RO	CH
Learning supports	Handbook Guidelines Digital toolbox Learning platform	Guidelines (analogue material) Handouts Handbooks Examples	Interactive media should be used (social networks, visual and sounds resources)	Media Video files	Handbooks Open learning resources e-learning platform	Guidelines Lesson/ session plans Handouts Stories (story sharing)	Free access media (Youtube-like) Non-formal didactic tools Handouts Educ. software Guidelines Printed materials Success stories Handbooks Mini-guides Worksheets Didactic tools ICT applications Video files Practical exercises Examples Case studies	Radio Video/ video scenarios (the fide programme)

Annex 3

Learning supports for adult educators, volunteer managers and migrant support workers:

	IT	AT	FR	CY	DE	IE	RO	CH
Learning supports	PPT file e-learning platform Guidelines Word documents	Best practices Scripts/ tutorials Handbooks Thematic media Info handouts Guidelines	Interactive media should be used (social networks, visual and sounds resources)	Media Videos	Blogs, Webinars MOOC's	Case study examples Guidelines Handouts PPT files	Educ. software Didactic resources Short videos Non-formal didactic tools Handouts Guidelines Online resources Practical exercises Coaching Worksheets ICT applications eLearning	Open pedagogical resources Video

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