POLICY PAPER

Beyond Retirement
A Migrant Integration Resource

BEYOND RETIREMENT
A migrant integration resource

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1.   Executive Summary

The **BRAMIR** project addresses two certainties for all **EU** Member States, namely, the ageing of the population and an increasing dependence on immigration to meet current and future labour-force requirements. While there is considerable variance with regard the speed and immediacy of these changes within and between Member States, they are coming and will impact all countries in the not too distant future.

The **BRAMIR** project proposed an innovative response to two on-going issues in Europe namely the ageing of the workforce and the need for greater civic and social integration of migrant communities. Bringing senior volunteers drawn from the ranks of impending and recent retirees together with migrant communities to achieve greater integration represents an innovative and cost-effective new educational partnership to address an issue of increasing relevance and importance. Consortium partners believe that the model proposed could have considerable bearing on future policy development in this area.

The **BRAMIR** project has developed and implemented a multi-layered learning framework designed for seniors and older workers approaching retirement to enable them to be redeployed as volunteers to support the development of key civic and social competences within the established and growing migrant communities.

The **BRAMIR** project addressed adult education trainers and providers, volunteer managers, migrant support workers, senior volunteers and migrants.

This Policy Paper provides a short overview of the **BRAMIR** project, its importance in an **EU** policy context and the outcomes achieved between September 2016 and August 2018. This paper emphasises the **BRAMIR** approach which could be considered a positive model of engaging senior volunteers and migrant communities and as such presents the ways in which the **BRAMIR** model can be replicated in other organisations and communities. Finally it puts forward reasons why the **BRAMIR** approach should be considered by policy and decision makers responding to contemporary issues of labour market shortages, integration and migration.

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2.   A Short Overview of BRAMIR Project

2.1.   What is BRAMIR project?

The BRAMIR (**B**eyond **R**etirement - **A M**igrant **I**ntegration **R**esource) project is funded by the EU through the Erasmus+ Programme, Key action 2 (Cooperation for innovation and the exchange of good practices): Strategic Partnership for Adult Education.

The BRAMIR consortium comprises nine partners from eight Member States namely: Jugendförderverein Parchim/Lübz e.V. (Germany), Centre for Advancement of Research and Development in Educational Technology Ltd –CARDET (Cyprus), Meath Partnership (Ireland), E-Seniors: Initiation des Seniors aux Ntic Association (France), Oxfam Italia Intercultura Società Cooperativa Sociale di tipo A Onlus (Italy), Universitatea din Pitesti (Romania), Future in Perspective Limited (Ireland), Innoventum Oy (Finland), E.N.T.E.R. GMBH (Austria), and an associate partner (Swiss Federation for Adult Learning) from Switzerland.

The BRAMIR project has developed and implemented a multi-layered learning framework designed for seniors and older workers approaching retirement to enable them to be redeployed as volunteers to support the development of key civic and social competences within the established and growing migrant communities.

The BRAMIR project engaged with adult education trainers and providers, volunteer managers, migrant support workers, senior volunteers and migrants over the 24 month implementation period from September 2016 and August 2018.

2.2.   Why is BRAMIR project important?

The BRAMIR project addresses two certainties for all EU Member States, namely, the ageing of the population and an increasing dependence on immigration to meet current and future labour-force requirements. While there is considerable variance with regard the speed and immediacy of these changes within and between Member States, they are coming and will impact all countries in the not too distant future. For example, according to Eurostat:
- In 2017, nearly one fifth (19%) of the EU population was aged 65 and more
- The share of people aged 80 years or more should more than double by 2080 to reach 13% of the whole population.

EU population pyramids, such as the one in Figure 1, offer a vivid representation of the aging EU population, with baby boomers expected to swell the number of elderly by 2060 while the working-age population (ages 15-64) expected to narrow considerably.

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Immigration has become a 'normal' part of life in Europe but the challenge for Member States moving forward is to enhance migrant integration into host country society and economy and efforts being made to attract workers from non-EU countries need to go hand in hand with measures to ensure social cohesion and equal treatment. For example:
- Since the Second World War, Europe has provided a safe haven for repatriates leaving former colonies, as well as those fleeing war in countries like former Yugoslavia and more recently, Afghanistan and Syria. Many European countries see more people arrive than depart, and net migration is especially high in the economic heartland of Western Europe. Germany, the country with the most positive migration balance, had a surplus of roughly 1.2 million people in 2015, meaning than 1.2 million more people moved to Germany than moved away from Germany. That year, the United Kingdom and Austria had a surplus of approximately 400,000 and 123,000 respectively. (*Source: https://www.statista.com*)
- 2 million non-EU citizens immigrated to the EU in 2016, while EU Member States granted citizenship to almost 1 million persons in 2016 (*Source: Eurostat*)
- Foreign citizens made up 7.5% of persons living in the EU Member States on 1 January 2017 (*Source: Eurostat*)

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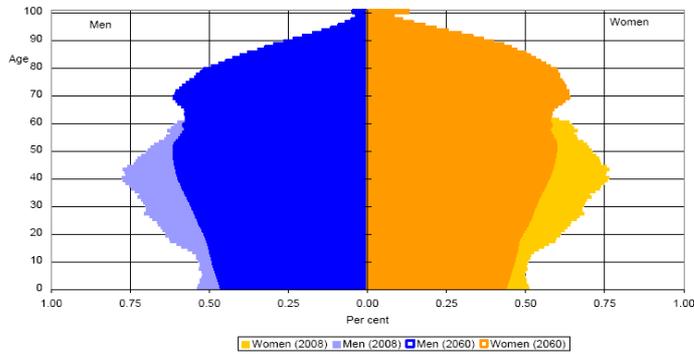
Figure 1. Population pyramids, EU27, 2008-2060

The BRAMIR project therefore proposes a mutually beneficial arrangement affording the seniors target group an opportunity to remain active contributors to society while addressing the growing migrant integration problems, such as:

- Information gap: Migrants experience a lack of knowledge about their new social and civic systems.
- Network gap: Although migrant organisations try to build or solidify networks within migrant communities they do little to tie these organizations to groups outside of the migrant communities.

While migrant civil society groups create "bonding" social capital within their own communities they often fail to achieve "bridging" social capital with the host community or other migrant communities (Putnam 2007).

The project learning framework comprises a bespoke train-the-trainer curriculum, psychographic profiling tools and a digital toolbox of appropriate teaching resources to enable the redeployment of the seniors target group as volunteers to support the development of key civic and social competences within the established and growing migrant communities. The project consortium believes that using ethnicity or country of origin to define migrant needs within a host country is no longer a suitable approach. Instead the BRAMIR project has develop an innovative methodology based on an analysis of sinus milieu® groups within migrant communities. This psychographic profiling approach identifies key variables within migrant communities taking into account criteria such as education, social and cultural values, attitudes, interests and lifestyles.

2.3.   What has BRAMIR project achieved?

Since September 2016, the following outputs have been achieved within BRAMIR project:

1. Summary Research Report & Needs Analysis. The consortium performed a combined research process: a desk-based exercise acquired through literature review and a field-based exercise acquired through questionnaire, with the purpose of identifying 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. A stakeholders' forum was formed in each partner country to support the field-based research. The "Conclusions and Recommendations" of the Research Report point out that the senior volunteers and migrants are different and they have to be approached differently and underlined the necessity of the matching process between the two categories.

2. Suite of psychographic profiling tools. The project consortium believes that using ethnicity or country of origin to define migrant needs within a host country is no longer a suitable approach. Instead the BRAMIR project has developed an innovative methodology based on *an analysis of sinus milieu® groups within migrant communities*. This psychographic profiling approach can identify *key variables within migrant communities* taking into account

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criteria such as education, social and cultural values, attitudes, interests and lifestyles, and informs the development of appropriate learning resources to support the acquisition of key social and civic competences.

In terms of BRAMIR project, the psychographic criteria is a tool that helps to match in a best way the profiles of migrants with profiles of senior volunteers, to create sustainable learning partnerships. The Meyers-Briggs test: https://www.16personalities.com/, available in all the partners' languages (English, German, French, Greek, Romanian and Finnish) and an additional questionnaire/interview to target values and hobbies were used for profiling both the senior volunteers and the migrants and for creating the best matching pairs.

3. An Induction Training Programme that addresses all the issues identified by the members of the stakeholder forum during the research phase. It is addressed to adult educators and volunteer managers who are responsible for (1) delivering the new train-the-trainer curriculum; (2) introducing the psychographic profiling tools; (3) supporting the use of the new digital toolbox of key social and civic competence development tools. This training is also addressing issues relating to the use of on-line and mobile platforms for learning and the methodological approach to delivering and managing training in such environments.

    The induction training programme is designed as a blended learning course comprising 8 hours of face-to-face instruction and up to 24 hours of self-directed or on-line learning. It is available on the e-learning portal in all partner languages.

4. Train-the-Trainer Curriculum. This curriculum aims to harness the potential of senior volunteers to support migrant integration and to ensure quality outcomes for both senior volunteers and migrant communities involved in the BRAMIR matching partnerships. It comprises 8 modules which focus on developing the core skills and competences which senior volunteers require in their new roles as migrant integration advisors; as well as seeking to enhance the self-confidence and awareness of senior volunteers so that they maintain self-care throughout their mentoring partnerships with migrant communities. The 8 modules are: Intercultural Awareness, Understanding and Communication, Relationship and Interpersonal Skills, Personal Effectiveness and Self-management, Critical thinking and Problem solving, Communication, Language and Group Work Skills, Facilitation Skills, Tutoring Skills, Basic IT Skills.

    The curriculum comprises 150 hours of study, of which 40 hours can be delivered face-to-face, 104 hours online and autonomous content: (digital resources, case studies, handbooks, exercises, video lectures, etc.) and 6 hours for the assessment of the course. The adult educators and volunteer managers who have participated in the Induction Training are in a position to deliver the Train-the-Trainer Curriculum to senior volunteers.

5. E-learning Portal. This portal hosts all the BRAMIR resources: https:/www.bramir.eu/. The portal is optimized for mobile access and functions equally well on laptop, tablet or smartphone devices.

6. Digital Toolbox of Key Competence Acquisition Resources. This toolbox is meant to promote and support the integration and the use of innovative, multi-functional and interactive ICT and digital tools and content and to infuse the "digital culture" into the integration processes of adult migrants to help develop the key civic and social competence essential for integration. It can be used by senior volunteers to help develop key civic and social competences within migrant communities. It comprises

    a. Civic Competence Tools: Making Connections, Getting Informed, EU Institutions, Volunteerism & Community Development, Campaigning & Advocacy

    b. Social Competence Tools: Culture & Perception, Effective Communication, Stereotypes & Prejudices, Footprints, My Story

7. The present policy paper "Beyond Retirement - A Migrant Integration Resource"

3. Why is BRAMIR project a positive model for engaging senior volunteers and migrant communities?

As the BRAMIR project developed an innovative response to two on-going issues in Europe, consortium partners believe that the model proposed could have considerable bearing on future policy development in this area.

A policy paper questionnaire was developed and each partner completed it with at least 10 senior management figures in adult education, volunteer management and migrant support agencies. The main highlights of the findings are:

- Involving seniors and older workers approaching retirement in supporting the development of key civic and social competences within the established and growing migrant communities, in order to provide the seniors an opportunity to remain active contributors to society while addressing the growing migrant integration problem is a very good innovative initiative because:
  - "It allows seniors to feel useful to society and maybe even to remove some prejudices that some older generations have. In another sense, it also enables migrants to understand certain problems and thus integrate more easily."
  - "It allows seniors to pass on their knowledge acquired throughout their lives with migrants likely to become the next working people. It is a true mutual exchange."
  - In County Meath, migrant support agencies are under-resourced and under-staffed and in the county we have a large migrant population, the Money Accommodation Centre and the arrival of new families from Syria in the coming months and years. As such, it is a good approach because it takes the community of active senior volunteers in Meath and matches them with the growing migrant community; while also providing additional support and resources for migrant and integration support agencies and front-line staff.

  - *"Senior people could act as kind of role models for migrants in the development of civic and social competences. To fulfill this role, potential seniors should be well identified (selected) and trained, and both activities are envisaged by the BRAMIR project and concrete methods / tools are offered for that."*
  - *"Often older people can have some prejudice and bias towards migrant communities so the BRAMIR approach is a good way of changing perceptions among senior volunteers towards migrant communities, and vice versa. It is a good approach for intercultural integration and for breaking down social boundaries."*

  - "There are a lot of benefits of volunteering for older people in that it can lead to positive mental health and combatting loneliness for older people. Older people also have sufficient time to be able to give to volunteering and "mentoring" relationships so it is a good model for senior volunteer engagement."
  - "Seniors are an important pillar in the "escape help". Volunteers' commitment is particularly helpful because of their often flexible availability, their Life Experience - companying with the necessary Pragmatism. They are prudent and have a good eye for the Deficiencies. Among the seniors there are some who in World War II have seen escape or expulsion, themselves."
  - " Associations and initiatives have recorded an average 70 percent increase in commitment to refugee work over the past three years. This is a great treasure in German civil society. But, voluntary commitment needs to be learned - counselling and coaching skills are important, because working with traumatised refugees can be stressful."
  - "Many persons face a minor depression when transiting into retirement as they may feel lost and don't know what to do with their spare time. They often search for a sense of purpose, something meaningful they could contribute to."
  - "Including older locals is essential in many ways – it might for example be a way of finding more general acceptance for migrants in their new countries."
  - "It is old people everywhere who oppose immigration the most therefore this project is a key tool for combating racism and xenophobia."
  - "When refugees arrived in Finland the first volunteers who came to help in refugee centres were pensioners so the project has a reason."
  - "In an aging Europe / Romania, with more and more retirees, more measures are needed, on a large scale, to ensure their mental health, a decent life, by involving them."
  - "Seniors have proactive attitudes towards society. Their involvement in the development of civic and social

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competences necessary for the integration of migrants in the countries of adoption provides them with the satisfaction of intellectual and social utility."

- o "By engaging senior volunteers with typically more free-time than working adults, the BRAMIR model can be used to ensure that migrants get more detailed and personal support to develop civic and social competence, rather than if they just received information from formal migrant support agencies or information providers who only open 9-5, or who only work on a caseload basis, etc."
- o "Both senior and migrant communities can benefit in a great deal as they learn about another culture and thereby widen their horizons. Communication and exchange is crucial for reducing stereotypes and fears. Due to the political situation in Austria where the right wing party becomes more and more supported, any activities that help those two communities to understand each other better are very welcome and a mere necessity to tackle the current developments."
- o "I think it is very important and enriching to receive support and contribution from those who have a life expertise and different points of view on these particular topics."

- The development of key civic and social competences of the migrants is important for their social and economic integration and that it is a tool for meeting the current and future labour-force requirements, because:
  - o "There is a big information gap that exists between migrant communities and service and information providers. There are many reasons for this - but mostly information services are not available in all towns and villages in Ireland, there could be a language barrier because information leaflets are only available in English or Irish, but not in the language of our migrant communities. Additionally, with these access barriers, local migrants may not have the means or even confidence to approach information providers. As such, having a local, friendly, senior volunteer who can meet a local migrant and provide informal information, advice and local know-how, is of huge benefit to their integration."
  - o "Social integration can lead to increased confidence of migrants to engage with people and organisations in their host country. It can also help to build linkages and networks between migrant communities and host communities, including employers - meaning that migrant communities are better connected to find employment in their host country."
  - o "To gain employment in a host country, migrants' communities first need to develop civic competence so that they are able to ensure that they have the correct working permits, etc. As such this is a very useful model for supporting the civic integration of migrants."
  - o "This is a key issue in order to integrate migrants into society economically, socially and culturally. Europe's ageing population requires a foreign workforce to compensate for this decline. However, integration must take place over the long term and must not meet a one-off need."
  - o "In the current context of xenophobia in Europe, it is necessary to give migrants all the keys to successful integration. Our demographics are in free fall and that is why we need migration more than ever!"

  - o *"When talking about the development of social and civic competences, it is clear that there is a western bias. Just because someone is a migrant does not mean that he/she does not have social competences. We need to get rid of this perspective and start to look carefully at and in a next step recognise the skills and competences of persons coming to the country. Many of them do not "start at zero", therefore the approach of teaching this sensitive topics must be very individual and building on the base that is already there. In my opinion, the BRAMIR approach brings this possibility to the table and when the migrant community sees that the host country cares about them, I think they will be more willing and more likely to adapt to the cultural context, and be more successful in doing so."*

  - o "Migrants who succeed in developing their language skills, civic and social skills specific to the country of adoption can successfully participate in the local labor market and thus achieve their economic and social integration, but also ensure the fulfilment of the demands of labour force of the country of adoption. It makes migration a resource for economic and cultural development."
  - o "Children from migrant families can become well-integrated and successful citizens."
  - o "Knowing local people helps migrants and their families understand better the cultural differences and values of local people. They will learn faster the language of adoption country."
  - o "Providing to newly arrivals migrants, and, in the general, migrant population important knowledge about their civic and social rights, you will give them the means for a more proper and effective integration to their host country."
  - o "Social and economic integration are key factors for permanent wellbeing in the new country. This could only be achieved when the person who has come to the country is willing and able to learn about the values and customs of his/her host country. This does not mean that they need to give up their cultural heritage, but to make a real effort to combine the two realities in a positive matter. Whether they plan to stay in Austria or go

back to their home country in the future, as long as they live here they need to follow the same rules as everyone living in Austria, meaning behave compliant to juridical and social laws."

o "If civic and social competences are increased, it will be easier for migrants to be included in the workforce and to become active contributors to the society they now live in. A knowledge of cultural and social traditions and habits will make their life easier and it will probably also allow them to find a job in their new country more easily. But this is not only true on the migrants' side – these competences also have to be present in local people."

o I believe that the development of civic and social skills of migrants is an important resource because it allows greater integration within the community and provides them with an extra tool in the search for work. I think we cannot feel an integral part of a society without knowing its rules, rules and services.

o "One of the biggest problems in integration processes is the possible mutual shut down of the migrant community and the locals. This could take many forms and scopes (e.g. "ghettoization"), and is often amplified by negative media coverage and/or political decisions. It is also observable that a large percentage of (let's say it friendly) sceptical people are older persons, especially if they are not living in a city but on the countryside. Due to their social environment, they are often isolated from and do not have much contact with persons of migrant background. Therefore, they rely on the information they receive through media and the impression communicated is hardly a positive one. I think the BRAMIR approach could really help to give an impulse in order to open up and get to know a real person with migrant background. In my experience, many seniors are surprised in a positive way that the migrants are in fact not as different or *insert any negative term popularised by the media* as they had expected."

4. How can BRAMIR model be transferred to other organisations or communities?

4.1. Steps to be taken for replicating BRAMIR model

Anyone willing and eager to replicate the BRAMIR model within their community or organisation should follow some of these simple steps:

1. Identify and select the senior volunteers willing to participate and to be role models for migrants in the development of their civic and social competences.

2. Identify the migrants willing to be included in the project.

3. Use the psychographic profiling tools to create the best matching senior-migrant pairs.

   There are no exact matching tips, however, some advice can be provided:
   - o Respect gender matching: males with males and females with females when culturally appropriate
   - o Make sure that each pair has a common interest. This topic or interest can then be used as a discussion point for breaking the ice
   - o The age does not matter; an age difference can foster intergenerational communication
   - o It is better that the pairs have the same general profile established by the Myer-Briggs questionnaire.

   The Guidelines for using the psychographic profiling tools developed within the BRAMIR project will be of a real support while taking these first three steps.

4. Use the BRAMIR Induction training programme, available on the e-learning platform of BRAMIR, to support adult educators and/or volunteer managers willing to deliver the train-the-trainer course to the senior volunteers participating in the project. The training programme could be delivered by a staff member of the community organisation/ institution willing to replicate the BRAMIR model who is experienced in providing adult training programmes. A lesson plan, PowerPoint presentations and additional resources are available for the trainer. The Induction training programme comprises 8 hours of face-to-face training and up to 24 hours of self-directed or on-line training. The Digital toolbox should also be presented to the trainees at this time also.

5. Provide the Train-the-trainer programme, available on the e-learning platform of the BRAMIR project, to the senior volunteers participating in the project. The training is provided by the adult educators and/or volunteer managers once the Induction training programmes has been completed.

   The resources available on the e-learning platform include a document that presents the training content to be covered in the face-to-face delivery of the BRAMIR Train the Trainer Curriculum. As such, it provides a comprehensive framework, including innovative pedagogical approaches and tailored training/learning materials. It is structured in two main parts:
   - o The BRAMIR Tutor Manual, offering theoretical background and step-by-step guidance to implement the BRAMIR Train the Trainer Resources;
   - o The BRAMIR Toolkit of Train the Trainer Resources, offering practical materials, including activities, hands-on content, worksheets and templates, to be implemented directly with senior volunteers in a classroom/face-to-face setting.

It is important to remind the senior learners that this training is only a starting point to help them to begin their work, within migrant communities, of assisting those who are furthest from service provision. It is not a comprehensive training programme that will give them all of the knowledge they need to help others, but it will provide the skills they need to perform these functions. The Digital Toolbox is also a good resource for the senior volunteers to use for their personal and "professional" development.

The curriculum comprises 150 hours of study, of which 40 hours are delivered face-to-face, 104 hours online and autonomous content: (digital resources, case studies, handbooks, exercises, video lectures, etc.) and 6 hours for the

assessment of the course. Depending on the group of seniors that are being trained, it might not be necessary to go through all the chapters of the face-to-face training, but only through those that will bring new knowledge and skills to the senior learners.

An assessment of the train-the-trainer programme should be made in order to both assess the learning outcomes and to identify the training areas that need improvement in the future.

6. Foster the interaction of the senior-migrant pairs, monitor the activities and ask for the feedback of the participants. Encourage the participants to use the Resources available on the E-learning Portal of the BRAMIR project. Collect success stories, best practices and lessons learned for future promoting and transferability of the results of the project.

7. Issue Participation Certificates for seniors, migrants, trainers recognising their time, involvement and commitment.

4.2.   A cost-benefit analysis for implementing BRAMIR model in each country

The cost-benefit analysis has identified that the initial costs were mainly attributed to the human resource input (i.e. hours) needed to create all the training resources for this type of project and going forward these resources that can used and replicated in any community or institution across Europe. These costs were mainly incurred during the development phase of the project, while the benefits are ongoing for as long as the steps described in Chapter 3 are taken by the stakeholders. Maintaining it would largely entail costs in terms of participation of persons in the activities. With most costs mainly observed in establishing the process and the benefits ongoing and extending over a far larger period than the project's lifecycle, the sustainability of the process is thus considered viable.

It is clear that the benefits of the model outweigh the costs. The formalisation of education through accreditation would allow the trainers to use the existing module as a scaffold for further professional development in the future. The outputs created by the BRAMIR project provide value as they address two certainties for all EU Member States, namely, the ageing of the population and an increasing dependence on immigration to meet current and future labour-force requirements, allowing new ways to be used in tackling existing problems.

The table below presents an estimation of the costs that might be encountered by the organisations/ institutions willing to replicate BRAMIR model in their communities:

Step	Type of costs that might be encountered for implementing the activities
1. Identify and select the seniors	Phone, internet connection, transport to seniors' organisations, one page short description of the project printed, staff time for meeting with seniors
2. Identify the migrants	Phone, internet connection, transport to migrants' organisations/ community, one page short description of the project printed, staff time for meeting with migrants, translation
3. Use the psychographic profiling tools	Own office space, own computers, internet connection, printer, printed additional questionnaire/ interview, staff time for overseeing the process
4. Provide an Induction training programme	Training space, internet connection, lap-top, video-projector, printer, flip-chart, paper, markers, printed hand-outs, coffee break, staff trainer's time
5. Provide the Train-the-trainer programme	Training space, internet connection, lap-top, video-projector, printer, flip-chart, paper, markers, printed hand-outs, coffee breaks, adult educators/ volunteer managers trainer's time
6. Foster the interaction of the senior-migrant pairs, monitor the activities and ask for the feed-back of the participants	Phone, internet connection, monitoring and evaluation staff time
7. Issue Participation Certificates for seniors, migrants, trainers.	Paper, printer

All the costs might be covered through sponsorships and volunteering, so that the total cost will reduce the time of finding the sponsors and convincing adult educators/ volunteer managers to volunteer their time. Other national or international donors' funds might be attracted, as well, especially if policies are enforced by the local/regional/national officials.

5. Why should Policy Makers consider BRAMIR project approach

"Recent refugee and migrant arrivals in Europe hit an unprecedented high: in 2015, more than a million people made the hazardous journey to Europe, making it the most complex refugee crisis Europe has experienced since the 2nd World War – when Europe was left with the challenge of resettling 40 million people. Every single Member State of the European Union ratified the 1951 Geneva Convention on the Status of Refugees and adopted its humanitarian values. Not only do Member States have a legal obligation to protect persons under the refugee/ migrant status, but they should also increase their efforts to integrate and empower these people in host communities that will eventually become their homes." (*Source: LLL Platform – Position Paper, Sept. 2016*)

Holistic inclusion strategy that gives priority to the socio-economic and political integration of refugees and migrants in the fabric of the host countries has become a "must" of all local/regional/national governments.

"Meanwhile, population ageing is a multidimensional process which sets a new policy context for the upcoming decades. Ageing is not a 'tsunami' that comes quickly and fades away leaving nothing behind. Therefore, it does not have to be an obstacle to social and economic development in Europe. In all areas which are important from the ageing perspective, the desired policies should be life-course oriented with a focus on generations and their life histories as well as on the interlinked life courses of multiple generations at a given moment in time. Some policy areas require special attention. A shrinking labour force increases pressures to maintain work–life balance in the future. […] It is also important to adopt a wide perspective to ensure the good quality of life and well-being of the elderly, including life satisfaction and social activities. Retirement from work should not be treated as retirement from all forms of activity. Using the potential of the elderly is essential in efforts to reach the goal of smart, sustainable and inclusive growth in Europe." (*Source: Population ageing in Europe - Facts, implications and policies, EC, 2014*)

A part of the potential of the elderly remains unused. This may lower their well-being as it has been proved that older people who are socially and culturally active report a greater satisfaction with their lives than others who are less active. Engagement in volunteer activities can lead to improvements in the quality of life and life satisfaction of older generations, reducing the risks of social exclusion and inactivity after retirement.

The BRAMIR Approach is unique because it tackles two of the major social, societal and economic issues affecting Europe today - the ageing population and the recent influx of migrants and refugees to Europe. By bringing these two issues together, the BRAMIR model can be presented as an example of best practice in improving the civic and social integration of migrants in Europe, of socialising older people and tackling issues of positive mental health and isolation in older people.

The model could also be replicated to other social issues - such as job coaching for unemployed and underemployed young people through mentoring processes supported by ageing workers, social integration of marginalised groups etc.

Throughout the implementation of the BRAMIR project, the following statements were recorded from different stakeholders engaging with the partner organisations:

- "Policy makers shape our society in a great deal. If they support the BRAMIR approach and disseminate the objectives as well as ways of getting involved, seniors would be more likely to participate in voluntary activities with migrant communities, and the other way around. It is about sending a signal that brings those two communities together."
- "Policy makers have a great influential potential. It is not enough to write down anti-discrimination strategies, they need to be lived by. It is true that migrants should adapt to their host country, but in order to do so, they need to be supported in an honest and true way, not only as show or on paper. Bringing the BRAMIR approach in the offices of policy makers could be a great opportunity to raise awareness of this two-way street called integration."
- "BRAMIR approach brings benefits to both social categories that, although seem very different, have few things in common, both of them are not actively involved in social life. We believe that starting such a measure can be very beneficial for the integration of migrants and seniors into social life. Decision-makers have an obligation to promote such innovative measures and approaches in addressing current, high-profile issues."
- "BRAMIR project approach could bring an innovative vision to our politicians and can add a different dimension to what already exists in this area."
- "Because I think it is one of the responsibilities of a politician to help and encourage the processes of integration and social cohesion through activities proposed by the BRAMIR project. And through this approach, politicians can create integration processes towards two categories otherwise at risk of exclusion and isolation."

6.   Conclusions and Recommendations

BRAMIR represents a bottom-up approach to civic and social integration of migrants which can be implemented with very little cost in any town, city or village across Europe.

Rather than having one service provider with one type of information for migrants, by tapping in to local tacit knowledge of senior volunteers, migrants can receive more holistic support than if they just have access to formal migrant support services and public service providers.

Meanwhile, the ageing of Europe's population is a fact. Social integration and maintaining the quality of life of the elderly should be taken into account not only at the national but also at the regional and local levels. Involving seniors in multicultural dialogue and using their potential to pass on local traditions and culture to the community newcomers (migrants) is an important component of building cohesive local societies.

This document emphasises the necessity and need for ongoing and sustained post-project engagement with policy makers. There is a need to engage in dialogue and to communicate with policymakers on the necessity to seriously consider the BRAMIR model when making decisions on the policies to be implemented at the local/regional/national level for tacking the two major problems faced by the communities in Europe. Moreover, as the BRAMIR model could also be replicated to other social issues - such as job coaching for unemployed and underemployed young people by being mentored by ageing workers, social integration of marginalised groups etc., the necessity of considering this approach is emphasized once more.

The outputs of the BRAMIR project provide not only the frontline documents, but moreover a holistic framework of how to implement the entire approach. This policy paper, when employed will serve in the effort of integrating both the migrants in the social and economic life of their communities, as well as giving the seniors the possibility to be active contributors to the well-being of their communities.

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With the support of the Erasmus+ programme of the European Union

Project Number 2016-1-DE02-KA204-003275