HANDBOOK FOR ALTERNATIVE LEARNING SYSTEM IMPLEMENTATION

Support for Migrants integration in society and on job market of the host country

www.migraproject.eu

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Contents

1 Presentation of MIGRA project ................................................................. p3

2 The handbook “implementation of MIGRA alternative learning system” ........................................................................................................ p4
   2.1 What the handbook aims at? ............................................................... p4
   2.2 MIGRA alternative learning system .................................................... p5
   2.3 MIGRA handbook structure ............................................................... p9

3 Organization and implementation of the MIGRA alternative learning system ........................................................................................................ p10
   3.1 Preparation of the MIGRA alternative learning system ....................... p10
      3.1.1 Mobilizing the protagonists .......................................................... p10
      3.1.2 Selecting the beneficiaries .............................................................. p11
      3.1.3 Elaboration of the MIGRA alternative learning method schedule........ p12
      3.1.4 The implementation (place, equipment, logistics) ............................... p13
      3.1.5 Selecting the facilitators / trainers .................................................. p14
   3.2 MIGRA alternative learning system training progress .......................... p15
   3.3 Assessment of MIGRA alternative learning system ............................. p21

4 MIGRA toolbox .............................................................................................. p22

5 MIGRA project contacts ................................................................................ p24
1 Presentation of MIGRA project

Within the framework of the “lifelong learning program”, the sector-based program Grundtvig aim at taking up the double challenge raised by, one hand the considerable number of adults having left school prematurely (or, concerning most of immigrants, not even attended school in their country of origin) and on the other hand an ageing European population.

Adult continuing education makes it possible to take up those challenges improving and updating knowledge and skills of both categories of population.

The specific objectives of Grundtvig program are the following

- Solve the problems raised by an ageing European population in the educational field
- Propose to adults paths to improve their knowledge and skills

Multilateral project are large scale project to which several organizations from various countries are taking part sharing knowledge and experiences with the aim of achieving practical and innovative results bringing a European added value. Those projects are both developing innovations and disseminate good practices likely to have significant impact in Europe.

Between 2010 and 2012 7 organizations involved in regional economical development and training have implemented Grundtvig Multilateral project “MIGRA”

- Institut pour le développement et la formation IDF France
- Scuola centrale formazione CF (Italy)
- Weiterbildung-netzwerk GmbH (Germany)
- Instituto de Formación Integral, S.L.U. (Spain)
- Objectif Emploi (Belgium)
- Regional Development Agency of Central (Czech Republic)
- Spiš Regional Development Agency (Slovakia)

“MIGRA project”- Migration et Accueil (migration and introduction) - aims to deal with migratory dynamics developing and promoting an alternative learning system for the purpose of helping migrants integration in the host country society and labor market. All this in order to contribute to the construction of a trans-cultural Europe, tolerant and richness maker for all of us.

So that immigration may be a factor of the host country development and might fully participate in cultural diversity, demographic and economical increase, that is to say, provide an answer to the requirements of the market labor, especially in front of the problem of the
ageing population and the shortage of skilled labor. It has become necessary for people of foreign countries to be well integrated.

Citizen integration is essential. It promotes social inclusion, allows migrants to be actively involved in the host country social life. Moreover, labor market and company integration is of fundamental importance to maintain one’s job.

In order to promote integration in the host country working and business society, MIGRA partnership as developed an alternative learning method, that is to say, training modules based on active participation of both migrants and firms, from the engineering phase to the disseminating phase including the development and implementation of training modules and this in order to:

~ Identify the special needs of each target group (migrants and companies)
~ Find together an answer to this needs identified
~ Promote a successful migrant integration

That way, MIGRA handbook relating to alternative learning system is based on collective and collaborative target group but also on the context of implementation of working group training sessions: economical context, national frames, involved organizations and partners.

MIGRA handbook for the implementation of alternative learning system comes with a “cultural de codification glossary”

2 The handbook “implementation of MIGRA alternative learning system”

The Handbook “implementation of MIGRA alternative learning system” proposes to trainers who will implement the training modules for migrants’ social and professional integration, (methodological) accompaniment tools and (practical) cross-cultural tools contributing to the training session success.

The handbook has been written by the partners for the purpose of the project: so it doesn’t claim to be exhaustive. It is a presentation of the innovative work (alternative learning) produced during the course of the a tow years long project, The handbook enhances the factors of success (examples of good practices) and shows the difficulties that can be met (advices)

2.1 What the handbook aims at?

This handbook has been written in order to transfer, spread and adapt quickly to various contexts, the experience that has been implemented, and what we learn from MIGRA consortium and involved partner

So, the MIGRA handbook deals with planning (schedule), organization, implementation, assessment issue of the learning modules
Let’s specify that, even if during the implementation of the alternative learning system, the partners did their best to take the economical, national and local context into account, to propose an appropriate frame to a large scale dissemination, MIGRA handbook could not consider all angles of a particular situation (legislative and statutory national frames).

2.2 MIGRA alternative learning system

MIGRA alternative learning method consists of an eminently project target group participation to the work made by MIGRA partnership stretching from the engineering, developing, phase to the implementation and dissemination of training modules.

MIGRA alternative learning system Engineering

This phase of MIGRA alternative learning system consists of:

- Acquiring tools and concepts
- Organizing the project beneficiaries mobilization (migrants and firms)
- Settle the participation conditions for the beneficiaries during the whole project and their collaboration with professional trainers for adult education.
- Solve, as much as possible, any issue that can be raised by each typology of beneficiaries

MIGRA alternative learning system is organized in two phases:

1/The production of the “cultural de codification glossary”.

This glossary is collecting together, definitions, relating to the main topic of the project on which every partner agrees.

2/Elaboration of the alternative learning system specifications (one for each target group)

The specifications specifies for each target group (migrants and firms)

- Their needs and expectations
- Their constraints

The specifications specifies the format and the approach of the pedagogical device (tools and pedagogical material)

The partners collect from the beneficiaries, the substance to point the needs and expectations alternative learning system will come up to, but also the constraints and the difficulties acting as a brake that will have to be taken into account for both migrants and companies.
To achieve this goal, the partners are mobilizing migrant’s association/ migrant groups /professional organizations / Companies during tow work meetings.

Development of the alternative learning system

Thanks to the work made during the alternative learning system engineering, namely

~ The creation of active participation conditions for the beneficiaries.
~ The consortium Methodological framework

The partners are developing the alternative learning system that includes 2 training modules

“de-codifying society and enterprise of the host country” intended for migrants
“Recruitment and integration of migrant workers” intended for to “companies”

For that purpose, the partners closely include the target groups, organizing 2 work meetings with each group in order to present

~ At the 1st meeting, the alternative learning system specifics.
~ At the 2nd meeting the alternative learning implementation

The modules “de-codifying society and enterprise in the host country”, intended for migrants and “migrant employee Recruitment and welcoming” intended for “firms”

- A description of the pedagogical approach chosen.
- The frame of reference of the knowledge that must be to transferred
- The training assessment tools

Alternative learning system implementation

i. Alternative learning system

Each partner implements the Alternative learning method at a local level

- The module “de-codifying society and enterprise in the host country” beneficiaries “: migrants “
- The module “Recruitment and integration of migrant workers” beneficiaries:“firms”

The training modules are managed and animated by trainers who have the responsibility for migrant population and their professional integration.

ii. Training Assessment
MIGRA project partners and associated partners develop together “plans of action for local diffusion” that permit to define potential targets and the most appropriated ways to inform and introduce to pedagogical tools developed in the project field.

Each partner produces a pedagogical assessment for each module, so, in total:

- 7 training assessments “de-codifying society and enterprise in the host country”
- 7 training assessments “Recruitment and integration of migrant workers”

Training assessment emphasizes the knowledge acquired by the learners, their change of point of view and representation, and group dynamics benefits stimulated by the trainers.

The associated partners are themselves integral part of the implementation of the dissemination plans of action

**Dissemination of the Alternative learning system**

The dissemination is organized so as to make Alternative learning system durable

To achieve this goal the partners elaborate dissemination plans of action at the local level to define various dissemination targets for the Alternative learning system, the schedule, the conditions and medium of communication.

Thus, each partner organizes at a local level a minimum of information meeting to present the training modules “de-codifying society and enterprise in the host country” and “Recruitment and integration of migrant workers” along with “the Guide to implement the alternative learning course” intended for migrants’ associations professional organizations who were not involved beforehand in the engineering, development, utilization phases of the Alternative learning system

The meetings also aim at defining, together with the target structure, a **training schedule**. The members of the consortium provide their support for the organization of the schedule.

**Diffusion plans of action are elaborated**

The 2 information meetings organized by each partner doesn’t exclude other medium (press release, mailing, etc.)
2.3  MIGRA handbook structure

This guide contains instructions for the implementation of the training modules developed by the MIGRA project partners, with the participation and contribution of migrants and companies. It includes both an outline of the training contents and a presentation of the methods to implement. The guide is completed by Practical integration booklet. It is about information intended for both migrants and companies, one the one hand and contextual factor to be used by trainers either to prepare training modules or to improve the participant knowledge, on the other hand

This guide includes:

- A groundwork phase for the implementation of the training sessions. including (section 3.2)
  i. The Mobilization of the people involved
  ii. The selection of the participants
  iii. The elaboration of training the schedule
  iv. The setting: place, equipment, logistics
  v. The selection of trainers

- A training progress based on good practices developed on recommendations (section 3.2)
- A supervision phase based on assessments that allows to consider the training impact and to secure the durability of their positive results. (section 3.3)
- A tool box(section 4)

The Alternative learning system handbook is translated in every partner language (French, German, Italian, Spanish, Czech and Slovak) and in English. It is available (it can be consulted and downloaded) on the project website: http://www.migra.project.eu
3 Organization and implementation of the MIGRA alternative learning system

In this chapter, is presented the implementation of the alternative learning system intended for migrants and firms, results of a work performed during MIGRA project by the project partners (consortium and future beneficiaries).

The presentation takes account of the partners participants and trainers’ observations and suggestions. However, the methods described in this guide are only propositions: they can be adapted/adjusted or subjected to changes according the needs of the trainers, groups of beneficiaries and according the topics.

Each module is independent and may be implemented separately, according to the needs.

MIGRA toolbox contain pedagogical materials that may be used during the implementation of the alternative learning system.

3.1 Preparation of the MIGRA alternative learning system

So that the alternative learning method might be successful, it is better to work on the following points beforehand:

i. The Mobilization of the protagonists
ii. The selection of the participants
iii. The elaboration of training schedule
iv. The setting: place, equipment, logistics
v. The selection of the trainers

3.1.1 Mobilizing the protagonists

You need to mobilize several local organizations that might be interested in lending their support to the alternative learning system experimentation. Those organizations can be:

~ To be a Force of suggestions to improve, adapt and/or grade the system according to the needs
~ Participate to the implementation of the method and dissemination of the results: helping to spread the information about MIGRA alternative learning system, to mobilize the potential participants, to provide with the place and/or equipment...

In order to conduct a prospection for potential participants, it is possible to use various means to arouse consciousness, communicate and establish contacts.

Protagonist mobilization can be made by the “traditional” way (written invitation, posting, (press publication or else) phoning, meetings, by “word of mouth”) or by mail (mailing, website posting, social networks…) either on professional or individual network.
In any case, it is necessary to precise the place where the action takes place and its duration, the targets groups, the training goals and should this happen, the necessary prerequisite knowledge

Concerning MIGRA project, the protagonists are the following:

a) In the short term; 2 target groups
   ~ The migrant representative associations and their members/beneficiaries:
   ~ The professional representative organizations and their members

Some of the beneficiaries (migrant or companies representatives) are involved in every phases of the project

They are involved in the project as follows:

   **Activities “coordination” and “assessment”**

Migrant and companies representative organizations are invited to the project implementation committee in order to know which action to implement and to present their experience/point of view. They are also associated with the assessment.

   **Activities “engineering” and “development”**.

The representative organizations are associated, via work meetings, with the elaboration of the alternative learning system specifics/framework. The needs and constraints of the beneficiaries/members are taken into account.

   **Activities “exploitation”**

Migrants and company managers are mobilized via their representative organizations and attend/participate to the module that concerns them respectively.

   **Activities “dissemination”**

Migrant and companies representative organizations are associated, via work meetings, with the elaboration and implementation of local dissemination plans of action.

b) In the long term:

(In)direct associated partners are also identified and mobilized in order to bring their view and analyses about the project: the point of view of, Union, managers, consular organizations, training centre, university, organizations responsible for immigration issues and professional/social integration (for Migrants) from various countries. This complementarity permits to deal with this issue in a global way.
3.1.2 Selecting the beneficiaries

Definition of the target public

a) “De-codifying society and enterprise of the host country”

This module is meant for migrants (representative associations)

In the frame of MIGRA project, a migrant is defined as:

~ Adult with papers in order (legal migrant)
~ Coming from a country out of the European union
~ Newcomer migrant or with insertion difficulties
~ Illiterate
~ Having some knowledge of the host country language (foreign language)
~ Who has a job or who is a jobseeker

Obviously the module can also suit to EU members too. The decisive element is the concern the migrants show for the topics and the training modules.

b) Recruitment and integration of migrant workers”

The module is intended for firms / professional organizations.

These companies hire a workforce coming from immigration or intend to do hire migrants. In both cases the companies try to promote their integration in it

Concerning MIGRA project, the question is to collaborate more precisely with the companies, human resources, employer associations, professional confederations, coming from various sectors under pressure

The choice for important sectors was justified by the manpower requirements in these sectors and the needs of the migrant employees already working in these sectors.

So, the common sectors between MIGRA project partners concern the following job:

~ Service to individual
~ Business services (cleaning...)
~ Construction industry
~ Mass market retailing

3.1.3 Elaboration of the MIGRA alternative learning method schedule ...........................................

MIGRA alternative learning system contents and structure are defined during this phase. Based on needs and expectations, barriers and constraints, collected from the (future) beneficiaries, trainers are able to define which point to work on.
So the staff in charge of the animation of the training sessions meets to precise:

- **The group expectations** before the training implementation in order to prepare the contents adequately.
- **The number of topics to approach**: It is necessary to plan time to transmit the information and allow the beneficiaries to assimilate it.
- **The training structure**: the trainer must make sure that the structure set up, enables to assess that the objectives and results expected are reached.
- **Training Duration and schedule**: The number of training days must be fixed just as the organization. Based on whole or half day days.

Time Limits must be considered beforehand: the trainer must take into account the group size and duration limits of the group discussions in order not to talk longer than the time limits fixed.

### 3.1.4 The implementation (place, equipment, logistics)

**a) The place**

Relatively flexible slots are proposed: out of working hours for those who are already employed or for jobseekers, out of school hours too.

It is possible to organize work or training sessions both in–class or virtual (Internet).

Even Though the organization of remote working (remote meetings) help companies participation, it is recommended to organize at least one meeting between the group members in order to be acquainted and federate the beneficiaries (develop a group membership feeling).

Such as the” physical” meeting , the “remote” meeting ask for groundwork and organization: invitations (address and access code) access to a virtual workspace (computer and Internet connection) and to the contents, time management, exchange /debate animation, taking of notes, meeting-reports...

**b) Equipment**

The work made on The MIGRA alternative learning system engineering, development or the implement does not require any specific equipment

However, the work was made easier by digital and paper material especially during the presentation of tools developed within MIGRA project and the alternative learning system implementation.
Actually, According to the available means, the facilitators/trainers have used computing tools (computers, video projector, slides, PowerPoint, interactive knowledge assessment questionnaire ;...) and/or more conventional materials sheet of paper, Bristol card, whiteboard...

So as to illustrate the training session, the trainers have used material such as newspapers, administrative documents, photos, pictograms, videos they already possessed or collected on the Internet.

Role plays, tutorials were proposed to some of the learners without requiring specific equipments.

c) Logistics

Work groups and training sessions take place within the training centre classrooms. The one who proposes the alternative learning system, or a partner who offers a free and available classroom.

The access to the building has to be easy: priority to the beneficiaries who are living in the same city (so that they may get to know each other outside the training session and reduce the travelling expenses), setting up of descriptive, signpost car park and/or bus stop nearby.

3.1.5 Selecting the facilitators / trainers

a) Cross-culturality

During The selection of the facilitator or trainer it is advisable to call in a specialist of cross-cultural topics, having a cultural sensitivity and having a good experience in Education/training. Selecting a trainer who can share his own experience or coming himself from immigration, would be a plus, without being a necessary condition.

In order to implement efficiently MIGRA training modules and reach the goals fixed, a good groundwork is necessary. It is advisable that the trainers should be aware of the existence of various models of cultural standards and dimensions. This does not facilitate their Task when they deals with a topic for the first time but allows them to prepare to communicate with culturally heterogeneous audiences.

i. Cultural dimensions

Cultural dimensions are necessary to categorize and understand better specific behaviors related to some cultures (the word culture is defined as a system of social orientation)

ii. Cultural standards

They are understood as manifestations of cultural dimensions in the host country.

b) communication
Regarding, the trainer communicating abilities; it is important for him to be capable of improving the learners' linguistic skills.

Furthermore, it is better for the trainer to be able to transmit ideas, to use illustration materials to reach the training goals and implicate the participants.

c) Group management

The ability in directing group is characterized by the capacity to master group functioning process and at the same time, to observe their dynamics. The trainer must be able to detect the premises of a conflict within a given group to deal with them, and propose solutions.

The trainer Patience et perseverance stabilize the group functioning and further the knowledge contents acquisition. Therefore the participants acquire self-confidence.
3.2 MIGRA alternative learning system training progress

Before talking about the structuring of a training session and the methodology for its implement, it is advisable and important to remind that the alternative learning system is based upon the active involvement and participation of the target-learners. The system is realized with and for them, that is to say it matches and answers and fulfills migrants and companies needs and expectations, within MIGRA project field.

A. alternative learning system engineering

So, for MIGRA needs, the partners have written, on the one hand a “cultural de-codification glossary” and on the other and tools and material allowing an easy implementation

“Cultural de-codification glossary”

The “cultural de-codification glossary “is aimed at both target MIGRA groups “companies” and “migrants” who are involved in the project. It allows the consortium members to agree about concepts and terms used in the alternative learning system

Need and expectation diagnosis

In order to identify the needs and expectations, brakes and constraints of MIGRA target group, the partners develop a questionnaire that must be filled by migrants and companies (cf. toolbox)

To simplify, it deals with:

~ Difficulties migrants meet when they want to integrate in society and the labor market of the host country
~ the solutions proposed by the companies to achieve a successful integration of migrant salaries/coming from immigration

The information gathered is used during the engineering phase and during the implementation-specifications-training contents-alternative learning system.

Specifications

The specifications (one aimed at migrants, the other aimed at companies) present different phases that must be respected for the implementation of MIGRA project training modules.

The specifications are based on the information collected during the first work meetings with the target groups (subjected to the questionnaire) and on the observations made about the alternative learning system characteristics, to promote the integration in society and in the host country companies.
So, are defined:

~ target groups
~ training modules objectives
~ pedagogical key contents
~ pedagogical methods planned
~ Mobilized teams
~ Implementation schedules
~ Training modules assessment.

Integration booklets

Integration booklets gathers the contents developed in MIGRA project framework: they result from the diagnosis of the target group needs and have the same structure as the training modules.

Thus, the booklets, as the training modules contents, have been elaborated on a common framework between MIGRA project partners and then adapted to national frameworks. (culture, legislation...)

Integration booklets may be useful for trainers (training modules contents) and/or – in simplified version – may be distributed to the target public, at the following address: www.migra-project.eu.

B. Development and implementation of the alternative learning system

a) Training modules architecture (and booklet architecture)

1. Module “de-codifying society and enterprise of the host country” aimed at migrants

Like any citizen, migrants have rights and duties.

Each country, each territory, has its own culture, its History, values and codes... As many factors, as many differences. Everyone is confronted directly or indirectly with this difference, this diversity.

In order to make easy the knowledge and understanding of this frame of value of a country, it seems necessary to present its functioning to the Migrants. Integration in a society will be made possible only if its characteristics and requirements have de-codified first
The training module aimed at migrants is divided into 4 parts; each one is a full training module.

i. Civic information
   ~ Live (in the host country)

ii. To be father and mother (in the host country)

iii. To work (in the host country)
   ~ Functioning of companies
   ~ Work organization

II “Recruitment and integration of migrant workers”

The recruitment in a company will only be successful if the functioning and the values, not only the European, national ones but also local and specific to the business are understood and if Migrants Have assimilated them.

The training module aim at companies is divided in 3 self contained parts

i. Jobs and skills associated

ii. Presentation sheet of the company and its cultural code

iii. Accompanying actions and tools
   a) Personal Skills assessment
   b) Tutelage/referee
   c) learning the host country language

This training module, as a process to improve one’s knowledge, can be implemented in house, by companies themselves: both integration and handbook and booklet “Recruitment and integration of migrant workers” will be used for an instructions book

Moreover, training centers can include this method in their program and propose training for companies and/or their representative organizations.

b) Training modules Experimentation

Hereafter, some advise formulated by the consortium ‘partners and the beneficiaries who worked on/experimented the training modules.
i. Training modules organization.

Training modules organization is based on the recommendations expressed in section 3.1: preparation of the MIGRA alternative learning system.

ii. Training modules/sessions

~ Implementation

The implementation of the training sessions takes place with the support/participation of both migrants’ representatives and companies’ representatives who have relayed the information to their beneficiaries/members.

~ Group size

The Group size is different according to the topics and the target-public

“De-codifying of the host country and enterprise”

Small groups (between 5 and 10 participants, maximum) of participants coming from different countries prove to be particularly suited to the implementation of training sessions. The question is, according to the group size, to optimize the time for exchanges (discussions) and through that mixed people, improve the cross-cultural knowledge.

The work led in favor of a better integration in the host country is based on the migrants’ associations’ involvement

“Recruitment and integration of migrant workers”

Groups between 5 to 10 persons are made

The work led in favor of a better integration within the labor market are based upon the mobilization of companies and professional organizations

~ Duration

According to the group size, prior knowledge, the training goals, the length of time required for the training sessions aimed at migrants may change from 2 to 4 days

c) Training modules implementation

i. the training progress

The training starts with the introduction of the trainer, of the training progress and then of the schedule (working hours and days) and the goals to achieve (assessed during the assessment phase).
The trainer must also make sure that the beneficiaries don’t have any further questions about the training organization.

Then, comes the proper training time organized in 3 stages (cf. toolbox): introduction, development and conclusion.

Within the frame of MIGRA project, let’s remind that the content of the training modules is similar to that of integration booklets written by and for the target-public.

    ii. Advices aimed at facilitators

MIGRA experimentation led in the 7 countries of the partnership underlined several points you must pay attention to

   a) precision concerning the framework and training objectives

During the mobilization of the beneficiaries, it is important to precise the framework (collective training) and the training objectives (migration and integration in a society/company) this, so as to permit to each beneficiary to take advantage of the training course. The training sessions might be completed with time for individual discussions, for specific questions that do not concern the whole group.

   b) Group dynamics

The facilitator takes care to maintain group dynamics during the whole training progress.

In order to federate the group, he must start with the introduction of the beneficiaries; this introduction can be made in a funny way or a formal way according to the public (cf. toolbox)

Times for exchanges/discussions must be planned between beneficiaries. Exchanges of experiences and points of view. Yet, these times of interaction must not be too long in order to complete the program and to prevent the group from splitting (leaders/followers)

It should be noted that: Even if the participation in the trainings sessions is based on voluntary work, a certain absenteeism rate is to be expected: the facilitator includes this point during each session finding a balance between recall and transmission of the knowledge.

   c) Pedagogical materials diversified

During the training progress, the diversity and alternation of materials is relevant. Introduction times are short and supported by additional works or materials (practical work, role play, videos, paperboard activities and document activities...)

20
The facilitator makes sure that all the materials are accessible and understandable to everyone. The information is clear and comprehensive: it means that any of the beneficiaries can put immediately the knowledge acquired into action. So, it may be sometimes useful to call in a specialist to have further information on a specific topic.

It is important to create and disseminate written materials during the training sessions (cf. integration booklets) so that the beneficiaries may keep a trace of the information and refer to it when necessary.

**Note.**

During MIGRA project (the different crisis, the bank crisis, national debt...) met by The European Union, generated major economical, social and political upheavals within the consortium member countries. So, the partners had to face new further requirements and/or different on the national scale according to the labor market requirements. That is why some of the partners extended their work to other sectors of activity than those initially planned (metallurgy, food processing...) and/or led them to approach specific issues (notably linked with new policies in the field of immigration, with new legislative framework concerning self-employment...)
3.3 Assessment of MIGRA alternative learning system

The Assessment of MIGRA alternative learning system by the beneficiaries allows, according to the target-public

~ To grade the contents and the progress of the training sessions
~ To assess the acquisition of tools/knowledge and the made of it. To assess the added value and the impact on daily life and in working (job) situation

To do so, participants have to fill in “a spot assessment questionnaire” at the end of the training course, fit for each target group (cf. toolbox)... Once filled in, the questionnaires provide the facilitators, information concerning the training session general assessment as well as the future strategy to implement. Strategy based on the beneficiaries’ needs and expectations.

The impact, In the medium term, is assessed by means of a discussion over the phone or a meeting about 3 months after the end of the training course based on “a posteriori assessment questionnaire” (cf. toolbox) fit for each target group. This tool helps the alternative learning system organizers/facilitators to assess if:

~ The participate wish to attend further sessions or training course
~ The links that had been developed during the training sessions have lasted and are still there to this day.
~ The knowledge and advice taught during the training sessions have had an impact on their daily life and in working (job) situation.
3.4 MIGRA toolbox

It describes a few examples of materials created by MIGRA project partners that proved to be efficient.

MIGRA project partners wish these materials were used and adjusted to the requirements in order to prepare, manage and implement the future training sessions.

Contents

1. MIGRA alternative learning system engineering
   Example of questionnaire to collect beneficiaries’ needs and expectations

2. MIGRA alternative learning system development
   Example of training progress

3. MIGRA alternative learning system implementation
   Examples of funny methods to promote group-dynamics

4. MIGRA alternative learning system assessment
   Examples of assessment questionnaire
   ~ “a spot assessment questionnaire”
   ~ “a posteriori assessment questionnaire”
Examples of funny methods to promote group-dynamics

4 Taking one’s bearing according to the points of the compass
Which country are you from? This country is located in the north, south, east, west (from the host country)?

Take your bearing according to the original cardinal point, say your name and speak about the country you’re coming from.

The trainer animates and coordinates the participants orientation

5 Orientation according to the participant’s names
Get into line; start with the first letter of your first name

Starting with the letter “A”, each participant tells all he knows about the meaning and the origin of his first name.

The trainer animates and coordinates the standing into line of the participants
## Examples of training progress

<table>
<thead>
<tr>
<th>Module 1: Civic information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>phase</strong></td>
</tr>
<tr>
<td><strong>introduction</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Development (Training contents)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
<tr>
<td></td>
</tr>
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5 MIGRA project contacts

MIGRA alternative learning system has been implemented in every MIGRA project partner country and especially in every project partner organization.

Institut pour le Développement et la Formation (Corsica, France): institute of adult education in Corsica, leading research activities, support and training actions for migrants and people facing integration difficulties. http://www.idf-corse.eu

Scuola Centrale Formazione (Italy): Nonprofit organization that brings together forty organizations managing 90 vocational training centers implemented in 12 Italian regions. SCF promotes and manages vocational training, orientation and integration programs, targeting migrants and disadvantaged people. http://www.scformazione.org

Weiterbildung-Netzwerk GmbH (Germany): non-profit organization acting in the field of vocational training and adult education, especially towards disadvantaged people, mostly migrants. http://www.weiterbildung-netwerk.de/

Instituto de Formación Integral, S.L.U. (Espagne): private company managing vocational training activities at regional and national level for companies, employers' associations, trade unions, individual employees. http://www.ifionline.com/es

Objectif Emploi (Belgium): offering job search workshops to people excluded from labour market: migrants, people with disabilities, people with low qualification level. http://www.objectif-emploi.be/

Regional Development Agency of Central (Czech Republic): public organization working with state administration in definition of development goals in the region, including development of entrepreneurship and migrant management. http://www.rra.cz

Spiš Regional Development Agency (Slovakia): public organization managing programs and projects for development and regional revitalization, including development of SMEs, promotion of innovation and tourism in the region, and support activities for marginalized people. Within MIGRA, SRRA is particularly responsible for communication and dissemination activities. http://www.srra.sk