



REPORT ON RAPID & SUSTAINABLE MIGRANT HOLISTIC INTEGRATION

MIGRANT INTEGRATION LAB
A sustainable solution to a world-wide crisis



Copyright B1-AKT / Yannick Le Guern – Laura Petrache / 2018
contact@b1-akt.com /

<http://migrantintegrationlab.strikingly.com/>

Summary

| | |
|---|-----------|
| Acknowledgements | 5 |
| Report Synopsis | 7 |
| Part 1. Solutions for Rapid & Sustainable Migrant Holistic Integration | 10 |
| 1. Creating a 3 steps efficient & holistic process of Sustainable Integration | 11 |
| Step One: Implementing a global process of integration & Promoting effective & sustainable migrant integration | 11 |
| Step Two: Professionalizing and training the main stake-holders and integration facilitators. | 15 |
| Step Three: Steering the integration ecosystem for a better Coordination of the stakeholders and actors | 17 |
| 2. View Migration as a chance for France and Europe's economic growth and territory revitalization: Providing Sustainable Frameworks to strengthen communities | 21 |
| 3. Develop a "pre" and "post-employment" mentoring toolkit: Provide accurate migrant skills profiling and labor market needs assessment | 24 |
| 4. Strengthen entrepreneurial education and training (entrepreneurship friendly environment for both migrants and native-born population) and Help migrant entrepreneurs through access to credit | 26 |
| 5. Acknowledge the benefits of immigration by crafting a positive, new narrative on integration: Developing sustainable communities and intercultural dialogue | 32 |
| 6. Rethink Migration from the perspective of Movement and Create transnational frameworks and policies | 33 |
| 7. Provide dialogic teaching, tailored services and centered learning sessions for Newcomers & vulnerable groups | 39 |
| 8. Sustainability | 42 |
| Part 2. Migrant Integration Lab – Sustainable Solutions on brief | 43 |
| Origin of the Migrant Integration Lab initiative | 44 |
| Context | 46 |
| Migrant Integration LAB – A global device for sustainable integration | 47 |
| The Four Pillars | 49 |
| Linguistic Pillar | 51 |
| Economic integration pillar | 55 |
| Civism & Citizenship pillar | 58 |
| Communication and Intercultural dialogue (sustainable communities & hybrid identity) pillar | 60 |
| Migrant Integration Lab Device Achievements | 63 |
| Our Forces | 64 |
| Our actions and experimentations | 68 |
| International, national, local Field work and needs assessment | 68 |
| Special case: Social Integration of Ethnic Minorities and their Full Participation in the Labour Market – Barriers | 70 |
| The Refugee Crisis and Social Media - Finding New Solutions Using the Power of Data | 72 |
| The Migrant Media Lab – Local Media involvement | 74 |
| Migrant Art Lab: Culture without boundaries | 75 |
| Cooperation, partnership and experimentation | 80 |
| Migrant Entrepreneurs innovation – Place Lab | 81 |
| The 40+ project: Game Changers | 82 |
| Migrant Entrepreneurship / Light Incubation | 83 |
| Focus on Migrant projects: | 84 |
| Mentorship and team work | 86 |
| Focus on Mosaic Project – Khaled Kaka | 87 |
| Cooperation & partnership beyond borders | 88 |
| Refugee Foundation – Serbia & Sustainable Youth Education | 88 |
| Cooperation & partnership beyond borders | 90 |
| Part 4: Other Relevant Information | 91 |
| Glossary of key Terms | 92 |
| French Résumé | 93 |
| Migrant Integration Lab : un dispositif national et européen | 93 |
| Résultats pour la société | 94 |

| | |
|---|-----|
| Sustain-Ability Lab | 95 |
| Les réfugiés seront les entrepreneurs de demain | 96 |
| Cas de recherche | 98 |
| Conferences on Sustainable Integration and Migration | 99 |
| Researchers interventions on migrants, trans-migrants, ethnic-minorities and refugees - Migrations and refugees – Welcoming and diversity | 99 |
| Migration and refugees: problems or a chance? | 99 |
| Psychological issues of migration | 99 |
| Interculturality – Migration and construction of European Identity. | 99 |
| Diversity, Interculturality and Society's Common Projects | 99 |
| Exhibitions in order to raise awareness | 100 |
| Immigration and history with Veronica Mechia and Patrizia Molteni | 100 |
| Calais Jungle - Reportage and Photos by Ludovica Anzaldi | 100 |
| Researches and conferences on sustainable integration and public policy implementation | 101 |
| University Paris 7 Diderot – Conference « Apprentissage des langues et intégration sociale – Ressorts interculturels » | 101 |
| Observatoire européen du plurilinguisme 4eme conference : | 101 |
| Articles | 102 |
| Main References & Bibliography | 103 |

Acknowledgements

We would like to express sincere thanks for support to:

Ms Liene Balta, Cabinet First Vice-President Timmermans, Antoine Savary-Deputy head of unit - chef d'unité adjoint European Commission DG HOME , Unit B1 – Legal migration and integration, Valeria SETTI, Agnese Papadia Policy Officers, Sylvie Guillaume-Vice-Présidente du Parlement européen, Pavlina Proteou –founder of CSR beyond, Expert on CSR & SDGs, turned social entrepreneur-UK based, Umesh Muki-Professor-Researcher in Sustainable development, Sustainable Leadership Director of the Sustainable Leadership Initiative and the Academic Coordinator of the EuroMBA at Audencia Business School,Seren Dalkiran- Researcher in Leadership & Organizational Paradigm-Global Change Agent & Lifelong Learner Popescu Daniela -Expert, Romanian National Commission for UNESCO , President of the European Federation for UNESCO Clubs, Centers and Associations, Sultan Nathalie - Conseillère Culture, Médias Cabinet du Premier ministre, Fadela Benrabia- Prefete delegatee pour l'égalité des chances, Relais Culture Europe and the entire team : Gutierrez Martha, Pascal Brunet, Vasile Damian-RFI journalist, Christian Tremblay-President of L'Observatoire Européen du Plurilinguisme, Fulvio Caccia –Founder of L'observatoire de la Diversité, José Carlos Herreras,Professeur des Universités, Linguistique espagnole, Université Paris Diderot - Paris 7, Desk Kreativna Evropa Srbija-Mister Milan Djordjevic and the entire team, Creative Europe Desck UK Team: Christoph, Steph, Zoe & Tess, Institut français du Royaume-Uni- Louise Cambau Assistant to Cultural Counsellor & Book Department, Lorène Lemor, Deputy Cultural Counsellor, Philippe Boudoux Deputy Director, IFRU, to all our Partners, Supporters & Mentors.

Report Synopsis

MIGRANT INTEGRATION LAB "A sustainable solution to a world-wide crisis"

The purpose of this report is to serve as a guide for national and international integration governments, actors and facilitators, policy makers, to turn a crisis into a societal, economic, cultural and sustainable development advantage.

This report is based on

- The description of a holistic device of **migrants*** sustainable integration designed & created by B1-AKT
- Practical integration experiments in 7 countries,
- Feedback, evaluation and international benchmark as to extract efficient integration practices.

This report is the fruit of “Migrant Integration Lab” device experimentation and it is based on a collaborative approach, by bringing together **diverse stakeholders** that represent refugee communities, academic institutions, private and state institutions, entrepreneurs and investors who are co-creating an enabling environment to develop tangible and sustainable solutions, **responding to the multidimensional challenges of migrant crisis**, helping in effect to **build inclusive communities**.

Context:

Europe has a mixed and not very encouraging record on integrating immigrants, both socially and economically. This dates from when the volume of arrivals was more manageable. **Lessons must be drawn** from those shortcomings. At the same time, national and local authorities must grapple with very immediate problems of relocating, housing, employing and in some cases educating newcomers. France’s responses have to date been focused far **more on burden-sharing** than on how to **resolve these integration challenges**. On top of this, there is the ' **security**' dimension of the crisis. An equally significant issue is the absence of **longer-term thinking and sustainability issues**.

Our recommendations, good ideas, sustainable solutions for turning the refugee and economic migrant crisis to France’s and Europe's advantage:

1. Creating a 3 steps efficient & holistic process of sustainable integration

Step One: A global process of integration

Step Two: Professionalizing and training the main stake-holders and integration facilitators.

Step Three: Steering the integration ecosystem for a better coordination of actions & stakeholders

2. View Migration as a chance for France and Europe’s economic growth, territory revitalization and Provide Sustainable Frameworks to strengthen communities

3. Develop of a “pre” and “post-employment” mentoring toolkit and Provide accurate migrant skills profiling and labor market needs assessment

4. Strengthen entrepreneurial education and training (entrepreneurship friendly environment for both migrants and native –born population) and help migrant entrepreneurs through access to credit

5. **Acknowledge the benefits of immigration by crafting a positive, new narrative on integration: Developing sustainable communities and intercultural dialogue**
6. **Rethink Migration from the perspective of Movement and Create transnational frameworks and policies**
7. **Provide dialogic teaching, tailored services and centered learning sessions for Newcomers & vulnerable groups**
8. **Make it Sustainable**

Our response: Migrant Integration Lab

The “Migrant Integration Lab” device was designed by B1-AKT and implemented already in 7 countries. It is based on the elaboration of:

1. A Global Ecosystem regrouping National and International actors, Stakeholders, Institutions working on Sustainable integration issues
2. A Global Process of Newcomers Integration:

This is achieved by Training and Capacity building and/or reinforcement via LABS, based on 4 simultaneous PILLARS:

- **Linguistic (social & cultural pillar)**
 - **Economic integration (“job targeting” & “entrepreneurship” mentoring) pillar**
 - **Civism (citizenship) pillar**
 - **Intercultural dialogue (sustainable communities & hybrid identity) pillar**
3. The Training Methodology for newcomers and targeted public, but also for the main stakeholders at national level
 4. A European Network as to permit good practices exchange and enable transnational cooperation.

***Concerned public:**

- Newcomers - Migrants, Refugees, Newcomers
- Ethnic minorities and communities
- Disadvantaged and vulnerable groups - 2nd and 3rd generation, women and youth
- Unemployed nationals - specific cases

For more and detailed information please shoot us a message! We are happy to share contact@b1-akt.com

<http://migrantintegrationlab.strikingly.com/>

Part I. Solutions for Rapid & Sustainable Migrant Holistic Integration

1. Creating a 3 steps efficient & holistic process of sustainable integration

Step One: A global process of integration

Step Two: Professionalizing and training the main stake-holders and integration facilitators.

Step Three: Steering the integration ecosystem for a better coordination of actions & stakeholders

2. View Migration as a chance for France and Europe's economic growth, territory revitalization and Provide Sustainable Frameworks to strengthen communities

3. Develop of a "pre" and "post-employment" mentoring toolkit and Provide accurate migrant skills profiling and labor market needs assessment

4. Strengthen entrepreneurial education and training (entrepreneurship friendly environment for both migrants and native –born population) and help migrant entrepreneurs through access to credit

5. Acknowledge the benefits of immigration by crafting a positive, new narrative on integration: Developing sustainable communities and intercultural dialogue

6. Rethink Migration from the perspective of Movement and Create transnational frameworks and policies

7. Provide dialogic teaching, tailored services and centered learning sessions for Newcomers & vulnerable groups

8. Make it Sustainable

I. Creating a 3 steps efficient & holistic process of Sustainable Integration

Step One: Implementing a global process of integration & Promoting effective & sustainable migrant integration

In the current political climate, it can be challenging to be recognized for one's talent and expertise rather than the (often stereotypical) socio-cultural identities that are assigned to us, whatever our nationality, physical appearance and length of time spent in the country. **We believe that if we are to contribute to making human communities successful and sustainable while organically embracing diversity, our activities must involve:**

- Cross-Cultural Collaboration
- Inclusion and acceptance

Implementing “Migrant Integration Lab”: a global device for sustainable integration

The “Migrant Integration Lab” device was designed by B1-AKT and implemented already in 7 countries. It is based on the elaboration of:

1. A Global Ecosystem regrouping National and International actors, Stakeholders, Institutions working on Sustainable integration issues
2. A Global Process of Newcomers Integration:

This is achieved by Training and Capacity building and/or reinforcement via LABS, based on 4 simultaneous PILLARS:

- Linguistic (social & cultural) pillar
 - Economic integration (“job targeting” & “entrepreneurship” mentoring) pillar
 - Civism (citizenship) pillar
 - Intercultural dialogue (sustainable communities, arts & hybrid identity) pillar
3. The Training Methodology for newcomers and targeted public, but also for the main stakeholders at national level
 4. A European Network as to permit good practices exchange and enable transnational cooperation.

This permits us to:

- Enable & Promote effective, sustainable migrant integration
- Professionalize stakeholders and integration facilitators by means of training labs, tools and innovative programs.
- Coordinate the actions, build sustainable partnership and good practices exchange,
- Enable cooperation of the main actors involved at territorial, national, European and international level, by means of networking aggregators, transnational frameworks and innovative tools.

PUBLIC:

- Refugees, humanitarian entrants, family reunification cases, skilled migrants, ethnic minorities, marriage migrants, immigrants and temporary foreign workers, migrants, reintegration of demoralized and disenfranchised groups, unemployed, 2nd & 3rd generation of migrants, newcomers.
- NGO's, Institutions, Policy Makers and organizations working on Migration Issues as well as Migrants' Integration

Available LABS & Main Outcomes:

Migrant Entrepreneurship LAB

Target public: **Migrants 30-45; +45, Young Migrants,**

Migrants: Legally-staying third-country nationals in the territory of the EU who can attend training activities according to the applicable legislation in the host country.

Young: **15-30 year-old, Women, Roma community members, foreign workers.**

| | |
|---|--|
| <ul style="list-style-type: none">• Rapid Newcomers' Linguistic integration, as language is viewed as crucial to the local integration of migrants. This key element is taught as part of a package of job search support or entrepreneurial projects, sometimes in conjunction with basic numeracy training or cultural projects training.• Rapid Newcomers' Economic integration, by building successful communities. Our framework addresses evidence-based strategies and initiatives that local networks can pursue to facilitate migrants' full economic integration related to job readiness, Entrepreneurship, career pathways, engaging the receiving community etc.• Revitalization of declining Communities & territories• Increased Global Competitiveness through a multi-lingual, multi-cultural workforce.• Increased productivity and a robust economy through an expanded base of workers, consumers, taxpayers, and entrepreneurs• Strengthening the ability of the host society to adjust to diversity, by targeting integration actions at the host population | <ul style="list-style-type: none">• Civic Integration by increasing newcomers' commitment to their new community and new country. We develop leadership skills, social and professional ties that can expand migrants' access to resources, networking and job opportunities.• Sustainable Communities & hybrid identity achievement where newcomers are not supposed to give up their cultural identity but have a possibility to associate with their host societies' culture.• A thriving ecosystem for social innovation. This ecosystem, its members and the collective whole, creates more equitable and inclusive communities.• Help refugees and migrants socialize, express themselves by fostering respect and understanding for diversity, gender equality, intercultural, civic competencies, democratic values and citizenship.• Avoiding reject and populism• A more vibrant democracy• Stronger communities with the ability to meet wide-ranging needs; address racial, ethnic, and economic diversity; and enrich the social and cultural fabric of our society. |
|---|--|

Public: low income artists, migrants, young women migrants

Tailored as to strengthen the capacity of migrant voices by building practical media skills and supporting migrants' and artist' participation in the public debate, develop cultural entrepreneurial projects.

| | |
|---|--|
| <ul style="list-style-type: none"> • Practical media skills capacity building for migrants and low income artists • Help refugees and migrants socialize, fostering respect and understanding for diversity, intercultural and civic competencies, democratic values and citizenship. • Give citizens the opportunity to discover, learn from and understand the values and cultures of refugees and migrants and - in the process rediscover and enrich their own. • Empower migrants and artists by building confidence, skills, access to opportunities and developing their networks with others and diaspora. • Enable others in the wider community to recognize the contributions which migrants and artists bring. • Help provide a relational basis for resolving any difficulties and conflicts that may arise in the process of integration. • Help to build a cohesive society that benefits everybody. • Promote Gender Equality • Support the co-creation of cultural and audiovisual works • We promote intercultural dialogue between migrants and receiving communities • Strengthening the ability of the host society to adjust to diversity by targeting integration actions at the host population | <ul style="list-style-type: none"> • Increasing the understanding and acceptance of migration through awareness-raising, exhibitions, intercultural events, intercultural dialogue • Promoting trust and good relations within neighbourhoods, e.g. through welcoming initiatives, mentoring, etc. • Creating additional ways of recognizing newcomers' qualifications, training and/or professional experience, building upon existing laws • Promoting employment for migrant women and unemployed artists • Supporting migrant cultural entrepreneurship • Promoting the use of common spaces and activities in which artists, migrants interact with the population • Developing constructive intercultural dialogue and thoughtful public discourse • Promoting inter- and intra-faith dialogue • Encouraging dialogue and sharing experience and good practice between migrant groups and generations • Promoting a balanced gender representation, through awareness raising, information campaigns and capacity-building • Building migrants' platform as sources of advice to newcomers, and including their representatives in introduction programs as trainers and role models |
|---|--|

Public: Stakeholders, NGO's, facilitators, volunteers and institutions involved in Migrant Integration process

Tailored as to strengthen the capacity & efficiency of migrant integration facilitators, as key actors in the field of integration and ensuring sustainable solutions while providing integration services.

| | |
|--|--|
| <ul style="list-style-type: none"> • Strengthen the ability and empower the migrant facilitators for better services providing • understanding of, and actionable plans on : • Successfully manage migrant integration by design thinking approaches and entrepreneurial schemes • Strengthening collaboration: explore successful strategies for productive collaboration • Improving their capacity and efficiency as key actors in the field of integration • Build the capabilities to lead "across boundaries" • Sustain ability and capacity building of migrants • Reinforce and expand multi-stakeholder and multi-level European networks awareness that share innovative experiences and knowledge on migrant integration | <ul style="list-style-type: none"> • Widely spread practical knowledge on successful integration measures and practices, utilizing and extending existing evidence and networks • innovative tool mentoring schemes • Increased management capacity • build positive interaction with people who are culturally diverse • Gain a clearer understanding of today's global environment and develop your capacity to create winning strategies • Enhance the ability to adapt • Communicate effectively across cultures • Nourish and strengthen two types of trust • Manage cross-cultural perceptions of time • Create processes for overcoming barriers caused by language and time differences |
|--|--|

Step Two: Professionalizing and training the main stake-holders and integration facilitators.

Training of stakeholders, NGO's and institutions involved in Migration process

We believe that a strong civil society is essential to addressing the root causes of today's most pressing of societal challenges. Over the past 25 years there has been a **paradigm shift** in terms of the understanding and international recognition of **civil society's role**.

We also recognize the complexity of the inter-relation that exists between humanitarian, development and environmental challenges compounding into an ever increasingly complex interactional environment. As we constantly follow the changes in regulatory affairs, accountability, fundraising, the increasing emergence of private sector interventions and many other areas requiring rapid adaptation of practices; **we believe that real sustainable change happens on an organizational level.**

This change should **be led locally and driven by building effective long-term synergies and efficient training.** **Ngo's, humanitarian institutions, migrant facilitators need to be more efficiently managed.** We stress out the fact that **knowledge and skills should be decentralized and inclusive.**

The trainings should be centered on "action-learning" with real-life examples and case studies. This includes a **comprehensive approach based on needs assessments and post-course coaching.** This way, trainers could share their own extensive field experience and insight and facilitate the exchange of ideas and experiences among participants.

They should be qualified professionals with extensive training and working experience in conducting courses for NGOs. They should have worked themselves in NGOs in management and leadership positions, thus they would know NGOs from the inside.

Our outreach efforts are aimed at working directly with nonprofit organizations, institutions and migrant facilitators, to aid in their maturation of programs and expansion of their reach and impact.

This step is based on our Innovative training methodology tested in the **Sustain-Ability LAB**.

SUSTAIN-ABILITY LAB Description



Objectives: Driving transformation and create growth: Our “SUSTAIN-ABILITY” Lab is based on sustainable solutions for migrant management, entrepreneurship frameworks of mind, education, developmental servicing, and collaborative efforts.

Our outreach efforts are aimed at working directly with **nonprofit organizations, institutions** and **migrant facilitators**, to aid in their maturation of programs and expansion of their **reach** and **impact**.

Specificity: Participatory and Interactive Lab.

(Re)Defining Integration:

For us, sustainable integration is: “The dynamic, multi-actor process of mutual engagement that facilitates effective participation by all members of a diverse society in the economic, political, social and cultural life, and fosters a shared and inclusive sense of belonging”.

The training within our LAB will cover the issues such as the concept of: sustainable migrant integration, entrepreneurial state of mind, good practices exchange and building network, civil and cultural integration of migrants/refugees, intercultural management, citizenship issues, communication, transnational frameworks, economic growth, sustainable communities, etc. As today’s landscape becomes increasingly global, organizations and migrant integration facilitators need **leaders who can operate effectively**. Securing an advantage requires executives capable of rapidly adapting to an ever-evolving, highly competitive context, mastering cross-cultural relationships and creating **winning strategies** that integrate **both local** and **global perspectives**.

We help decoding cultural differences that may be impacting your activities and help developing sustainable strategies for dealing with those differences.

You will learn to bridge cultural gaps, transform differences into assets and ultimately create exceptional **value for your organization**, institution etc. Our Lab is designed to provide a **highly practical perspective**: how to lead in a complex, multicultural environment and ensure sustainable solutions while providing integration services.

Participants leave the Lab with a deep understanding of, and actionable plans on:

- Successfully manage migrant integration by design thinking approaches and entrepreneurial schemes
- Strengthening collaboration: explore successful strategies for productive collaboration
- Improving their capacity and efficiency as key actors in the field of integration
- Build the capabilities to lead “across boundaries”
- Sustain ability and capacity building of migrants
- Widely spread practical knowledge on successful integration measures and practices, utilizing and extending existing evidence and networks
- Reinforce and expand multi-stakeholder and multi-level European networks awareness that share innovative experiences and knowledge on migrant integration

Other themes:

- How globalization is changing our environments and how to manage these changes and lead with skill and insight
- How to analyze the positioning of one culture relative to another on a series of behavioral scales
- How to build positive interaction with people who are culturally diverse
- Gain a clearer understanding of today’s global environment and develop your capacity to create winning strategies
- Enhance your ability to adapt
- Communicate effectively across cultures
- Be persuasive in a intercultural environment
- Nourish and strengthen two types of trust
- Manage cross-cultural perceptions of time
- Create processes for overcoming barriers caused by language and time differences

Step Three: Steering the integration ecosystem for a better Coordination of the stakeholders and actors

Coordination

Most dictionaries define coordination as the process of establishing harmony between different activities, so that desired objectives can be achieved. Coordination thus ensures that tasks can run in parallel, without interrupting or obstructing one another. The underlying principle is that all parts of the system are interdependent. When done well, coordination builds team spirit, gives staff clear direction and optimizes the use of resources. All of this helps organizations to achieve their objectives, and increase efficiency. (Akrani, 2001).

Why Coordinate?

Because

- the challenges facing France in terms of integration, can be enriched by innovative approaches, tools and frameworks.
- by pooling the best of our resources we provide better solutions
- the diversity of thinking and skills has been shown to produce better results (collaborative advantage)
- coordination can reduce duplication
- efficient coordination is a key of success
- we have the leadership & expertise to do it
- coordination is necessary to make responses more effective, appropriate and accountable
- coordination can increase complementarity in responses

This step relies on the network we built and exchange of good practices at local and European level.

Main outcomes

- Enabled practical cooperation between actors and the 7 countries involved
- Designed efficient Mobility and transnational frameworks for sustainable migrant Integration
- Provided a holistic picture of the stakeholder environment, and holistic approach
- Forged strong working relationships & collaborative approach
- Builds trust and support for the process
- Shared responsibility for decisions or actions
- Involved all types of stakeholders, enabled efficient collaborative process
- Innovated and experimented as to help stakeholders improve migrant integration conditions
- Provided
- 1 research study &
- 1 European report concerning sustainable economic integration, including “good practices” & lesson learned
- A simple framework to help institutions concerned by migrant integration plan coordinated activity

A Multi-level, multi-stakeholder approach

We prone a Multi-level, multi-stakeholder approach, From Migration to Integration through Local, National Sustainable Solutions and International good practices.

| Local level | National level | European Level |
|--|--|--|
| <p>Ensure strong coordination between network, institutions and stakeholders.</p> <p>Bring Employers, Entrepreneurs in local partnerships</p> <p>Support innovation and learning Target, but with sensitivity</p> <p>Consider the timing of interventions</p> <p>Encourage Gender equality</p> | <p>Develop training innovative programs for migrants and stakeholders.</p> <p>Develop Tools & Mentoring Kit</p> <p>Support the recognition of prior competences and qualifications.</p> <p>Coordination and cooperation of the main actors</p> <p>Ensure a strong culture of evaluation.</p> | <p>Building European network & Ecosystem; good practices exchange, coordination and cooperation of the main actors at territorial, national and European level</p> |

A device developing Pre-integration and Integration as a “long process of efforts”

Migrant Integration Lab is taking into account the **Pre-integration and Integration as a “long process of efforts”**

We think beyond helping newcomers and we take into account **the needs of their offspring**. We are supporting actions targeting migrant children to have equal access to good quality education (in the form of language teaching, for example). We stress out that this will be proving to be crucial in order to **prevent future exclusion**.

| Newcomers | 2nd/3rd generation |
|---|---|
| <ul style="list-style-type: none"> • Language and cultural training • Job search support and general orientation guidance/CV preparation • Providing advice and information on good practice to employers on employing newcomers • Occupational language training • Skills audits and prior learning assessments • Mentoring projects • Supporting career bridging programmes • Developing Entrepreneurial and livelihood projects • Etc | <ul style="list-style-type: none"> • Outreach training projects in local communities • Projects which seek to reintegrate demoralised and disenfranchised groups • Projects to improve employment rights and conditions, and tackle the informal economy • Projects to tackle racism • Initiatives to reduce isolation in certain communities, vulnerable groups • Projects aimed at the children of migrants to support educational attainment. • Positive action projects • Mentoring projects and support/guidance with career progression |

Targeting

One mechanism for **influencing the intensity and effectiveness of interventions** without necessarily increasing the length of the intervention is to ensure that actions are accurately targeted to a **migrants needs**. For example, projects to identify particular “incidence groups” reflecting the different barriers which are faced by specific types of migrants. We have elaborated, for example, a model for identifying migrants at different stages of work readiness, developing a three-fold approach that can be proved useful in directing resources toward those most in need.

- For **migrants with the highest employability** (people with work permits and professional skills) the emphasis is on immediately finding a **job** or appropriate **occupational training, entrepreneurship**.
- For those with **lower employability** – generally women with children, who are socially isolated – the focus is on social and personal development training

Step 3 Outcomes

General Outcomes:

Migration and integration will be managed in a manner that, **true integration will be enabled**, as a multi-way process towards the **achievement of a pluralistic society** where newcomers are not supposed to give up their cultural identity but have a possibility to associate with their host societies’ culture.

This:

- ensures **maximum benefits both for the individual and the society**,
- ensures a **supportive socio-economic** environment of the effective incorporation of migrants into the host society,
- enables social innovation
- Creates the best conditions for newcomers as sources of innovation for host societies.
- reduces the **risks of alienation and marginalization of migrants** in receiving societies and avoid **negative impacts on national security**,
- creates Sustainable communities and global citizenship, **a more inclusive society**
- allows **newcomers to realize their potentials**,
- helps establish **social cohesion and harmony**,

Local “place based” or territorial partnerships outcomes:

- **reducing** the isolation of **individual stakeholders**,
- **supporting innovation** and encouraging partners, NGO, institutions to adopt **integration-based approaches**,
- **social networks** -ensuring that migrants participate in broader social networks, which may assist in finding employment

Device Achievements

- 350 Migrant Participants
- 70 Sustainable Entrepreneurship projects
- 80 Successful Target job employments
- 7 countries

- 50 LABS of "Migrant Entrepreneurship"
- 3 Migrant Media Labs
- 1 Migrant & Low Income Artists' Lab
- 1 International Social media "Hybrid Identity» awareness campaign

- A large scale collaborative international Ecosystem
- 500 Mentors
- 8000 Volunteers
- Supporting 2230 newcomers social Entrepreneurs

For additional information and the complete description of our device please drop us a note: contact@b1-akt.com

2. View Migration as a chance for France and Europe's economic growth and territory revitalization: Providing Sustainable Frameworks to strengthen communities

Migration is a chance for our societies to reach their full potential. The confluence of demographic, economic, social, and political factors creates imperatives for migrant integration. To continue thriving as a nation, **France must be intentional about weaving newcomers into the fabric of society.**

How well we integrate migrants and provide opportunities for all members has far-reaching implications for—and is inextricable from—our current and **future vitality**. **Growth, diversity, and dispersion of newcomer populations create opportunities to address longstanding social issues, improve racial and ethnic equity and cohesion, and strengthen our democratic traditions.**

Migrants help address labor market shortages, revitalize declining urban and rural communities, and could expand France global competitiveness.

Through **strong leadership by and collaboration among all stakeholder groups**, including philanthropy, immigrant integration holds the potential to create:

1. **A vibrant, cohesive society shared** and valued by established and newcomer residents of different experiences, histories, ethnicities, and backgrounds.
2. **The revitalization of declining Communities** through the contributions of immigrant families working in tandem with their native-born Neighbors.
3. **Stronger communities with the ability to meet wide-ranging needs;** address racial, ethnic, and economic diversity; and enrich the social and cultural fabric of our Society.
4. **Increased productivity and a robust economy** through an expanded base of workers, consumers, taxpayers, and entrepreneurs.
5. **Global Competitiveness** through a multi-lingual, multi-cultural workforce.
6. **A more vibrant democracy** in which all groups are accepted as equal members of society with the opportunity and responsibility to engage and contribute to the common good.
7. **A more secure France** where all members of society—regardless of race, national origin, or socio-economic status, live in dignity and equality.

Strategy

Our strategy is based on Six strategic pathways as to enable all stakeholders work together to leverage migrants' human capital to the benefit of our entire society.

- Community wide Planning
- Language & Education
- Health, Well-being, Economic Mobility
- Equal Treatment & Opportunity
- Citizenship & Civic Participation
- Social & Cultural Interaction

Our Framework

| Why Now: The Imperatives for Integration | Pathways to Integration | Benefits of Integration |
|--|---|--|
| <p>The confluence of demographic, economic, social, and political factors creates imperatives for migrant integration. To continue thriving as a nation, France must be intentional about weaving newcomers into the fabric of society. How well we integrate migrants and provide opportunities for all members has far-reaching implications for—and is inextricable from—our current and future vitality.</p> | <p>Through these six strategic pathways, all stakeholders can work together to leverage migrants’ human capital to the benefit of our entire society. Migrant integration efforts can draw upon myriad strategies from organizing and advocacy to research and communications.</p> <div> <div>NEWCOMER COMMUNITY</div> <div>RECEIVING COMMUNITY</div> </div> <hr/> <p>Community wide Planning <i>Intentional and inclusive planning allows newcomers and longtime residents to work together to facilitate migrant integration and promote overall safety, health, and well-being of communities.</i></p> <div> <div>Seek opportunities to participate actively in broad community planning endeavors</div> <div>↔</div> <div>Systematically engage newcomers in community planning efforts</div> </div> <hr/> <p>Language & Education <i>Eliminating language barriers, promoting French proficiency, and providing education opportunities are key to successful integration.</i></p> <div> <div>Learn French while maintaining native language Utilize and support school system</div> <div>↔</div> <div>Offer quality French classes; ensure language access Provide equitable access to quality education</div> </div> <hr/> <p>Health, Well-being, & Economic Mobility <i>Programs that promote health, well-being and economic mobility are essential to helping migrants establish a foothold and to strengthening the broader community.</i></p> | <p>Through strong leadership by and collaboration among all stakeholder groups, including philanthropy, migrant integration holds the potential to create:</p> <ul style="list-style-type: none"> • A vibrant, cohesive society shared and valued by established and newcomer residents of different experiences, histories, ethnicities, and backgrounds. • The revitalization of declining Communities through the contributions of migrant families working in tandem with their native-born Neighbors. • Stronger communities with the ability to meet wide-ranging needs; address racial, ethnic, and economic diversity; and enrich the social and cultural fabric of our Society. • Increased productivity and a robust economy through an expanded base of workers, consumers, taxpayers, a entrepreneurs. |
| <p>DEMOGRAPHIC</p> <ul style="list-style-type: none"> • Global migration is a growing phenomenon that shows no signs of abating. This trend has enormous implications for France as a top migrant-receiving country. • Growth, diversity, and dispersion of newcomer populations create opportunities to address longstanding social issues, improve racial and ethnic equity and cohesion, and strengthen our democratic traditions. | | |

| | | |
|---|---|---|
| <p>ECONOMIC</p> | <p>Health, Well-being, & Economic Mobility <i>Programs that promote health, well-being and economic mobility are essential to helping immigrants establish a foothold and to strengthening the broader community.</i></p> <p>Be self-sufficient and support family ↔ Provide services that support self-sufficiency, e.g., job training, health care, housing</p> <p>Contribute to the economy by working, paying taxes, and starting new businesses ↔ Offer access to training opportunities, living-wage jobs, and support for entrepreneurship</p> | <ul style="list-style-type: none"> • Global Competitiveness through a multi-lingual, multi-cultural workforce. • A more vibrant democracy in which all groups are accepted as equal members of society with the opportunity and responsibility to engage and contribute to the common good. |
| <ul style="list-style-type: none"> • Current and future France economic growth and stability depend on migrants who help address labor market shortages, revitalize declining urban and rural communities, and expand France global competitiveness. • Migrants and their children—as workers, taxpayers, consumers, and entrepreneurs—will become even more critical to France economic vitality | <p>Equal Treatment & Opportunity <i>Fair laws and policies are critical building blocks for successful integration.</i></p> <p>Be responsible, contributing community members; help promote equal treatment and opportunity for all ↔ Enact and enforce laws that promote equal treatment and opportunity and provide resources to protect newcomers' rights, e.g., legal assistance</p> | <ul style="list-style-type: none"> • A more secure France where all members of society—regardless of race, national origin, or socio-economic status, live in dignity and equality. |
| <p>SOCIAL & CIVIC</p> | <p>Social & Cultural Interaction <i>Such interaction fosters understanding, creates a sense of belonging, and facilitates mutual engagement.</i></p> <p>Adapt to a new culture without losing identity ↔ Learn about and respect diverse cultures</p> <p>Engage with longtime residents to find common ground ↔ Engage with newcomers to find common ground</p> <p>Citizenship & Civic Participation <i>Opportunities for newcomers to participate in civic life are vital to integration.</i></p> <p>Commit to new community, learn about civic processes, engage in life of broader community ↔ Promote citizenship, opportunities for community participation, and right to organize community</p> | |

3. Develop a “pre” and “post-employment” mentoring toolkit: Provide accurate migrant skills profiling and labor market needs assessment

Migration has the potential to work for all. Not only does it present positive prospects for the individuals, but it also represents an economic opportunity for host communities as well. Migrants bring with them a wide range of **skills and capabilities** that if utilized effectively and rapidly can help alleviate skill shortages which exist in host country labour markets and minimize integration costs borne by host countries.

Despite recent developments, economic integration of migrants and refugees remains a complex and prolonged process, especially in countries where there are but a **few specialized employability services available**. **Access to the labor market remains limited to refugees due to a range of challenges such limited language skills, informational deficiencies, complex qualification recognition processes, negative employer attitudes and perceived risk, lack of networks and others.**

To minimize the distance between migrants and the labor market, a **multi-stakeholder approach** (engaging with employers, national employment agencies, private recruitment agencies, business associations, chambers of commerce, public sector employers, qualification accreditation bodies and NGOs working on integration services) is needed where actors from public, private, social and scientific sectors all play an important part in both understanding and exploiting effective pathways of labor market integration.

For **newcomer migrants, networks and relationships are necessary for accessing knowledge inherent in local and established populations**, but knowledge that exist outside of formal learning. Mentoring is more informal and tailored to the needs of the individual than such taught by educational bodies, and embraces methods that include formal and informal social learning. Not only does this assist learners in accessing local knowledge but it enables newcomers to access to social networks vital for their (social and economic) integration, especially where diaspora (ethnic enclaves) is not well developed. **Mentoring and coaching can therefore help to improve the likelihood and timing of labor market integration.**

A consensus has emerged among migrant resettlement practitioners as to the need to better understand the skills and capabilities of recent migrants arriving in Europe. At this stage little is known about their profile, other than their relatively young age and the higher likelihood of them being male (in the short-term at least, before their female counterparts join them).

An in-depth interview-based study with public institutions and NGOs dealing with the early stages of resettlement and integration could help establish the **best route to migrants’ economic integration**. This study coupled with an equivalent study among public and private employers to pinpoint the economic sectors most affected by **labour market shortages, can lay the groundwork to creating a method for rapid integration of third country nationals.**

Why Mentoring? Because mentoring offers advantages for all concerned:

| Benefits for mentees | Benefits for mentors | Benefits for the company | Benefits for society |
|---|---|---|--|
| <ul style="list-style-type: none"> • Professional success • Development of potentials • Personality development • Occupational orientation • Change of perspective • Motivation • Self-confidence • Networking in the world of work • Reality check • Know-how transfer • Exchange of experience • Communication • Conflict management and coping with criticism | <ul style="list-style-type: none"> • Development of communication and coaching skills • Intercultural experience • Change of perspective • Intensified self-reflection • Added know-how about the labor market • Extension of personal network • Meeting other mentors | <ul style="list-style-type: none"> • Promotion of internationalization • Diversity effects (diversity as an opportunity) • Active support for future employees • Access to qualified labor • Contribution to corporate social responsibility (CSR) • Positioning as a responsible employer • Employer branding/marketing • Information about migrants as a target group for the company | <ul style="list-style-type: none"> • Intercultural dialogue • Conflict prevention • Contribution to economic development • Making potentials visible |

For complete information on the mentoring tool kit device please contact us: contact@b1-akt.com

4. Strengthen entrepreneurial education and training (entrepreneurship friendly environment for both migrants and native –born population) and Help migrant entrepreneurs through access to credit

Migrant entrepreneurship-especially in high-value-added or innovative areas-holds a great deal of promise for the economic growth and competitiveness of receiving countries.

New businesses could do much to integrate the newcomers, and also serve the needs of migrant communities that look set to grow rapidly over the years ahead. But migrant entrepreneurs need far more support than they currently enjoy. On average, only 18% of microloans for small start-ups went to immigrants and ethnic minorities in 2013. There's a host of barriers that obstruct migrants' use of widely-available financial services. There are 'proof of residency' requirements along with language and cultural differences that make it hard for newcomers to open a bank account and obtain a credit or debit card. These are banal and easily-remedied handicaps that needlessly delay the integration process. Some EU countries - notably the Netherlands, followed by Belgium - have pioneered the use of microloans to encourage entrepreneurial migrants.

This could be achieved by providing a **true “entrepreneurial culture”**: rewarding entrepreneurship as an educational and career path, presenting entrepreneurs –both native and foreign born- as role models in media, and supporting a welcoming environment for native and migrant entrepreneurs.

It is **up to the national and local policymakers to work together to identify complementary, cost-effective strategies that might realize the full potential of migrant and immigrant entrepreneurship to contribute to receiving countries' growth and competitiveness.** We could rely on promoting the recruitment of counselors with immigrant background in local chamber of commerce and business centers as in Amsterdam or Germany (they speak minority language so as better to adapt to the needs of migrant entrepreneurs)

Of course, we would need to embed business –**support in a broader policy framework.** These programs should be embedded in comprehensive strategies aiming at **promoting an entrepreneurship –friendly environment.** And last but not the least, develop **public-private partnership.**

Why a Migrant does becomes an entrepreneur?

Because **entrepreneurship can be an engine to sustainable economic growth**, numerous studies speculate on what factors compel someone to become an entrepreneur. The common reasons why a migrant, or anyone, might attempt entrepreneurial activity are: cultural and personal predispositions, a regulatory environment supportive of entrepreneurship, if they have commercially viable business idea, access to capital and alternative employment options. These factors can have particular implications for migrants and explain why they often become entrepreneurs.

If a migrant comes from a **more entrepreneurial culture**, he may be more likely to start a business than natives in his host country. Hout and Rosen found that while being an immigrant increases rates of **self-employment**, immigrants with self-employed parents are no more likely to become entrepreneurs than other immigrants. This suggests the migrant effect may be stronger than the parent effect. There may also be some selection bias amongst migrants. Many migrants (particularly foreign students and labor migrants) left their home country, often in pursuit of better economic opportunity. So they are by definition more ambitious, independent and **less risk averse** than many of their counterparts who stayed in their native country.

Access to a cohesive social network also tends to spur entrepreneurship. Migrants tend to form tight social networks with fellow nationals. These networks can facilitate entrepreneurial activity by providing capital, support, knowledge and a supply or customer base. **Mentoring**, access to **sufficient capital** and a reliable supply and customer base are often key factors in the decision to undertake an **entrepreneurial endeavor.** These networks can also make up for the

fact that migrants often do not have the contacts and local understanding of regulations and culture that natives often do. **Social networks** have been known to enhance business relationships and encourage trade.

For low-skill migrants a lack of other employment opportunities might drive entrepreneurial activity. Migrants typically have lower rates of employment, labor-force participation and earn lower wages than natives. This is often due to language barriers, **employers' inability to recognise foreign credentials, lack of contacts** in the domestic market (so migrants do not hear about job opportunities or obtain references) and **racial or ethnic stereo-typing**. **Entrepreneurship circumvents these obstacles**. The new venture can even provide jobs for other migrants, facing the same challenges. According to Oliveria and Rath (2008), a structural shift away from unskilled labor in the 1970s and 1980s, which decreased the number of **unskilled jobs available**, can account for much of the **increase in migrant entrepreneurship in Europe**. Unskilled migrants, left with few other job options, became more likely to start their own business.

The nature of regulation in the host country also can influence a migrant's decision to become an entrepreneur and how successful they are at it. Klapper, Laeven and Rajan (2006) conducted a cross-country comparison and found entrepreneurship levels can largely be explained by different institutional regulations across European countries. **Regulations impose higher costs to starting a business**. For example: due to prohibitive institutional barriers, Italy has had lower firm birth rates than the United Kingdom, France or Germany. These costs may be even higher for migrants because they are more likely to be unfamiliar with the laws and regulations in their host country.

It seems that foreign migrants often pursue entrepreneurial activities. This can include many types of firms: from ones which employ only a few workers and have limited growth potential to firms that grow quickly, creating many new jobs and everything in between. How these firms may fare and provide for migrants varies across countries and their regulatory framework. Thus it is important to understand how successful these firms are, the challenges they may face and what scope exists for policy makers to aide their success. Migrant-founded firms often face high rates of mortality, provide limited income and may be even more vulnerable to the recession than firms founded by natives. Yet, **self-employment may offer a viable alternative if the migrant is shut out of the traditional labour market and contributes a non-trivial amount of economic activity in the host country**.

It would be particularly interesting to understand the contribution of migrants to innovation and high-growth firms. **Because innovation is one of the key components to sustainable growth and job creation**, a better understanding of the relationship between migrants, high-growth firms and innovation would be useful to policy makers.

Migrants may be a source of job creation rather than taking a limited number of jobs from natives. But once in the host country, they need support to **gain access to capital, learn the language and deal with regulatory hurdles**. These constraints do not necessarily only apply to low-skill migrants. Even high-skill migrants have had difficulty obtaining capital and negotiating local regulations.

Positive outcomes: Migrant entrepreneurship as a source of self-employment

- In many countries, migrants are more likely to be entrepreneurial than natives
- Migrants are also more likely to be self-employed than natives
- Self-employment includes entrepreneurship

Entrepreneurship-positive outcomes

- Migrants "create" their own jobs
- Migrant entrepreneurs provide goods and services that might not exist or be limited in their absence (especially in regard to services)
- Migrant entrepreneurs may generate additional employment
- They can promote trade with countries of origin

Other potentially positive effects

- Entrepreneurship has moderate return but the potential of generating high returns
- It gives a modicum of independence to migrants
- Migrant enterprises are training ground for new waves of migrants
- Enterprises in ethnic enclaves contribute to the cohesion of the community

Why is entrepreneurship increasing among migrants?

- Entrepreneurship has a high potential payoff
- Provides a livelihood for migrants still unfamiliar with language and other host country mores
- It is a family strategy to accumulate wealth and set a foundation for the economic mobility of the next generation

Why does this matter?

- Entrepreneurship in receiving countries is beneficial for the migrant and most probably for the host community (job generation, provision of goods and services)
- Countries of origin derive benefits from expansion of trade
- Return migration could be made more
- beneficial by promoting entrepreneurship

Our beliefs

- We believe that migrant entrepreneurs play a positive role in the economic and social development of the country they live in.
- We believe that the migrant population have strong entrepreneurial skills and can adapt to any economic environment.
- We believe that the success of migrant entrepreneurs is due to their diverse networks, social resilience, economic resourcefulness and business creativity

Migrant Entrepreneurship LAB –Summary

This project has the objective of helping migrants, especially the younger ones and women, to establish their own businesses, through the development of a scheme supplying with information, training and support.

The first necessary step is mapping the skills, experiences and aspirations of migrants, in particular of those newly arriving to the EU. Those who have the potential for, and interest in self-employment can be identified, while the others can be directed to other occupations depending on their profiles.

The project will also develop awareness-raising and outreach activities for migrants, giving them first-hand information about the opportunity of becoming an entrepreneur, and to provide potential migrant entrepreneurs with more specific information on support available for starting a business or any other project. Relevant cultural networks will be created or strengthened for this purpose.

Potential entrepreneurs with a migrant background will be supported through targeted business assistance, since they may face specific barriers due for instance to a lack of familiarity with the cultural, business and regulatory environment of the host country, or to a lack of networks.

Target public:

Migrants 30-45; +45, Young Migrants,

Migrants: Legally-staying third-country nationals in the territory of the EU who can attend training activities according to the applicable legislation in the host country.

Young: 15-30 year-old, Women, Roma community members, foreign workers.

Our Objectives

1. To recognize the positive contribution of migrant entrepreneurs globally.
2. To empower migrant communities through entrepreneurship.
3. To promote sustainable and responsible practices by migrant entrepreneurs.
4. Create sustainable communities and create intercultural dialogue
5. Help migrants to become self-employed and build a successful enterprise (profit generating and/or with social objectives).
6. Identify entrepreneurs and would be entrepreneurs among the migrant community
7. Strengthen entrepreneurship and business management capacities among the members of the migrant community, especially youth and women
8. Provide mainstream business support centres with specific strategies and tools for addressing the migrant community
9. Scale up and replicate the initiative in other countries

Three Actions:

1. Identification of potential migrant entrepreneurs

- Capitalisation and sharing of best practices on identification of potential migrant entrepreneurs.
- Partners' and other approved project consortia partners' best practices.
- Capitalisation on Good Practices in Promoting and Supporting Migrant Entrepreneurship
- Check-up of formal and informal qualifications and competences for newly arriving or recently arrived migrants: identification of entrepreneurial profiles.
- Awareness-raising and dissemination of entrepreneurship potential among the migrant community and existing support activities.
- Elaboration of a Communication Plan
- Implementation of dissemination actions
- Elaboration of dissemination materials (eg video testimonies from entrepreneur migrants, web, social media, mobile apps)
- Dissemination of materials through the most relevant channels
- Monitoring of impact

2. Education and Training

- Design of training course for migrants on how to start their business or social activity.
- Define the qualification profile
- Adapt and improve training contents. Translation into local and migrant's relevant languages
- Elaborate train the trainers guide
- Elaborate an online learning platform
- Coordinated implementation:
- Dissemination of training course among potential training organisations
- Exchange of implementation best practices among project partners and other approved project consortia partners

3. Mentoring schemes for migrant entrepreneurs

- Set up objectives and success indicators
- Development of training the mentor materials on (cultural) difficulties experienced by migrant entrepreneurs
- Generation of an online platform
- Matching mentors and mentees
- Training the mentor materials on (cultural) difficulties experienced by migrant entrepreneurs.
- Dissemination of the mentoring scheme among potential mentors
- Local dissemination events
- Continuous dissemination from partners, using their own networks.
- Exchange of best dissemination practices among project partners and other approved project consortia partners.
- Design of online monitoring survey of entrepreneurial activity after mentoring scheme

Methodology:

- Identification of potential migrant entrepreneurs. Check-up of qualifications and competences:
- Conduct individual interviews,
- Awareness-raising and dissemination of tools for identifying migrants' qualifications and competences among migrant reception centres, migrant associations and local employment agencies.

Education and Training: design of the course:

- Combine theoretical and practical knowledge: entrepreneurship training and project-based learning.
- Training courses will typically address the following topics, among others:
 - Idea generation
 - Entrepreneurial thinking and behaviour
 - Financial literacy
 - Business planning
 - Market research
 - Management skills
 - Legal and administrative aspects of setting up a company
 - How to access funding
- How to hire employees in accordance with the law and with labour market rules
- Classroom sessions, seminars, workshops, special working group sessions and other suitable solutions like on-line courses and web-based seminars. Training visits, practical experimentations, sessions with an advisor, etc.

Local action:

- Identification of entrepreneurial talents
- Assistance for entrepreneurship capacity building and business development.

Entrepreneurship training organisation / Chambers of commerce:

- Assistance for entrepreneurship capacity building and business development.
- Bridge between mainstream business support and targeted services for migrants

Migrant support associations/agencies:

- Facilitate access to the target public
- Awareness raising through migrants cultural networks
- Bridge between mainstream business support and targeted services for migrants
- Intercultural Dialogue by developing a common Hybrid identity without frontier focusing on new and old migratory flows
- Developing social cohesion between host communities and migrants by projects.

Profile Identification Challenges

We can distinguish among (at least) three different groups of participants with a non-native status. They are:

- Individuals with university degree or higher education (acquired or in course of acquisition in the country of origin or in the hosting country)
- Individuals with entrepreneurial background (in the country of origin or in the hosting country)
- Individuals with lower education and employed or unemployed background (in the country of origin the hosting country).

These three groups of beneficiaries need to be assisted with a slightly different approach, considering the hard and soft skills they manage, the attitude towards learning (formal, by interacting, by doing), the horizontal and vertical relationship and collaboration that may establish, the availability of time and other important factors.

In addition, the three groups require the activation of specific entrance patterns, a different story telling (as engagement strategy along the whole process) and branding, and a dedicated value proposition.

Therefore, in term of the methodology, we suggest a differentiated, allowing some interaction among the different groups that may leverage social capital, foster mutual learning and combination / match of teams and competencies, while assuring a calibrated value proposition and brand positioning in the labour and skill market for each one.

Here bellow our considerations concerning Capacity Building

| | APPROACH TO CAPACITY BUILDING | 1. PRODUCT SERVICE DESIGN | 2. BUSINESS DESIGN | 3. BUSINESS FEASIBILITY | 4. START-UP |
|--|--|---|---|--|---|
| UNIVERSITY AND HIGHER EDUCATION STUDENTS | Formal learning and application in workshop oriented sessions and toolkit. Sophisticated methods and approach. | Time dedicated.: LONG Entire PSD cycle, including full validation. Particularly long if entails high degree of innovation | Time dedicated: MEDIUM Step by step approach and review of PSD on the basis of business planning evidence (sensitivity) | Time dedicated: SHORT Easier access to management skills and formalization of business planning | Time dedicated: MEDIUM One to one tutorship and mentorship Access to finance and key resources Activation of specific consultants |
| ENTREPRENEURS IN HOME COUNTRIES | Intuitive and learning by doing/learning by interacting approach. More one to one than class | Time dedicated: SHORT Streightforward PSD cycle. Quick validation based on peers and past experience. | Time dedicated: SHORT Focus on key partners and economic-financial model. | Time dedicated: MEDIUM Time consuming business planning in order to consolidate internal and external competencies | Time dedicated: SHORT Light tutorship and mentorship and connection with Financers and key resources providers Activation of specific consultants |
| WORKERS AND EMPLOYED IN HOSTING AND HOME COUNTRY | Formal learning. Simplified methods and instruments. Work on cases and peers | Time dedicaed.: MEDIUM Very simplified PSD cycle. Observation and analysis of similar cases | Time dedicated: LONG Knowledge on business management to be acquired with examples and exercises | Time dedicateded: LONG Time consuming business planning in order to acquire significant knowledge | Time dedicated: LONG One to one tutorship and mentorship Access to finance and key resources Activation of specific consultants |

5. Acknowledge the benefits of immigration by crafting a positive, new narrative on integration: Developing sustainable communities and intercultural dialogue

Much of the conventional wisdom that has shaped European responses to the migrant and refugee crisis has been wrong-headed. **Opinion formers must challenge** the widely-held idea that there's only a finite pool of jobs, so that **newcomers threaten job-holders**. The public must be encouraged to understand that newcomers also bring fresh demand and so **spur growth**.

The media, as primary shapers of public opinion, have a vital role to play in alerting people across Europe that a failure to embrace immigration carries heavy costs, especially for their children and their children's children. By mid-century, the ratio between working-age people making up the active population and those who are retired and drawing a pension will have shrunk dramatically from 4:1 today to just 2:1.

The only way **to fund social security systems** will be **to import young people as workers and taxpayers**. The rise of populist parties in many EU countries has done nothing to encourage mainstream politicians, **including mayors and local leaders, to be more courageous on immigration**.

Yet the shrinkage of ageing Europe's workforce, and in many cases national populations, is eye-catching. Until the refugee crisis broke in 2015 Germany's population of 82 million was expected by 2030 to have shrunk by 6 million, and by 2060 to just 65 million.

The challenges are not only **economic but also cultural**. Europe as France therefore are in need of a new narrative on integration - especially of Muslims - and it is needed it urgently. Such an exercise will require **determination and vision, good arguments backed by facts, and much better communication**. Integration requires a '**whole of society**' approach.

Migrants **swell the workforce and help to expand the overall economy**, but it's a message that has gained little traction with **public opinion**. It is up to governments and civil society leaders to hammer home this message. We point out that far from hitting people in the pocket, it is countries like **Austria, Germany and Sweden** that have been the most successful in getting immigrants into work that are **benefitting the most economically**.

6. Rethink Migration from the perspective of Movement and Create transnational frameworks and policies

Thinking “borders” is not going to help constructing a sustainable future. In today’s world, international migration not only affects those who are on the move but the vast majority of the global population.

In today’s uncertain international environment we should **seize the opportunity to advance human dignity** through a **revitalized refugee and migrants response**. We urgently need to rethink migration and migrants from the perspective of movement, not the perspective of the state, but from that of the “migrant”. Once we accept to operate this change of perspective, we may start to view migrants not as ‘failed citizens,’ but as powerful constitutive (economical, innovating, entrepreneurship and cultural) agents of society’s structure and texture.

Rethinking the realities of both migrants and non-migrants in a transnationally connected world could be one solution. In this unprecedented period of migration and forced displacement, people and places are interconnected more than ever before, whether by choice or by necessity.

Diversity enriches every society and contributes to social cohesion – something that is all too often taken for granted. Societies with large migrant populations are in many ways translocal and transnational themselves, already connected to many parts of the world through migrant and diasporic practices and networks.

Develop longer-term policies that promote intercultural dialogue is vital, this will allow us in developing sensitive policies of inclusion, welcome and solidarity.

Transnational Approach

“A welcoming culture is one that contributes by helping migrants, newcomers and their families overcome obstacles in all areas of life while also providing targeted employment and business start-up assistance”.

1) What is Transnationalism?

Definitions vary, but generally center on exchanges, connections and practices across borders, thus transcending the national space as the primary reference point for **activities and identities**. The concept of transnationalism is a relatively new one in that it seeks to capture the frequent and durable participation of **migrants** in the **economic, political, and cultural lives** of their home countries – a phenomenon only made possible by advances in transportation and communication technologies over the past two decades that were unavailable to previous generations of migrants. (Alvaro Lima, 2010)

Transnationalism varies across and within groups with significant differences in the scope and range of transnational activities. Nor does it prevent migrants’ integration into their new communities. In reality, researchers have found that the more integrated a migrant or an immigrant is, the **more transnational he or she is likely to be**. Professor Alejandro Portes (2007) found, for example, that it is the better educated and the more comfortably established migrants who are the most likely to engage in transnational activities.

The first and foremost reason why transnationalism deserves attention is its sheer growth in recent years. Its existence is highly relevant to the modern workings of global cities.

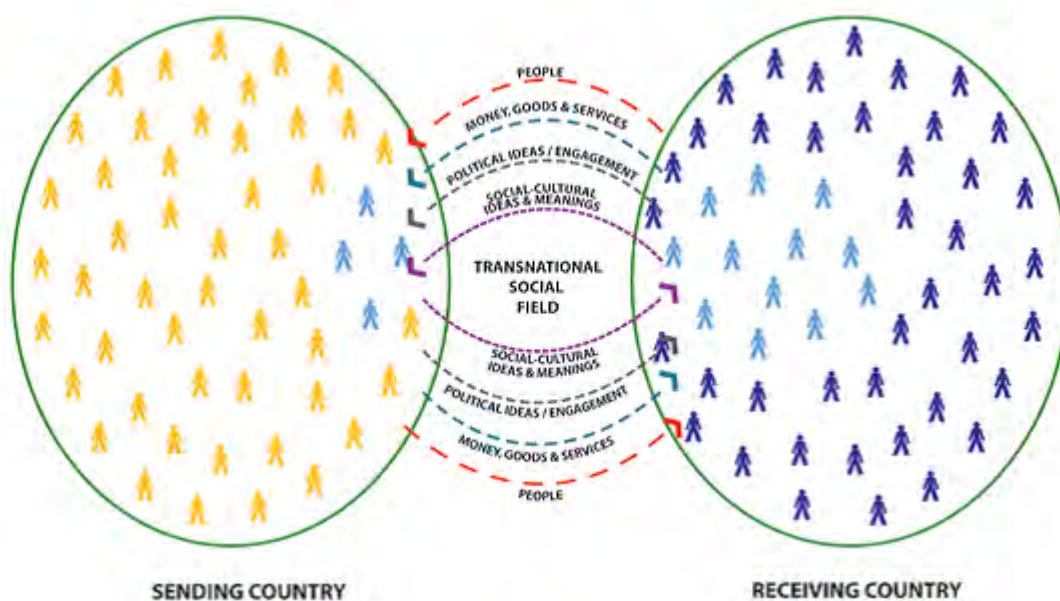
Therefore, a **transnational framework** gives policymakers a **new lens** with which to develop **innovative public programs**, and **public-private partnerships across borders**. And because of the economic implications of transnationalism, it provides **opportunities for businesses, social entrepreneurs, and governments**.

Traditional Lenses (Source Alvaro Lima)

- immigration conceptualized as a bi-polar relation between sending and receiving countries (moving from there to here);
- emigration is the Result of individual search for economic opportunity, political freedom, etc.;
- migrants are assumed to be the “tired, the poor, and the huddled masses” immigrants occupy low-skilled jobs in agriculture, construction, and manufacturing
- (im)migrants steadily transfer their contextual focus, and their economic and social activities to receiving country;
- immigration should not bring about significant change in the receiving society.

The advantages of **Transnational Lenses**:

- immigration conceptualized as flows of cross-border economic, political, and social-cultural activities (being here and there);
- emigration is the result of geopolitical interests, global linkages, and economic globalization;
- migrants are not the poorest of the poor nor do they come from the poorest nations;
- growth in the service and technology-based industries create opportunities for low- as well as high-skilled migrants;
- after the Initial movement, migrants continue to maintain ties with their country of origin;
- immigration creates Hybrid societies with a richer cultural milieu.



The range of activities that transnationalism comprises provides an alternative and, some argue, an especially promising route for migrant and immigrant wealth creation through **entrepreneurship and employment** (Portes, 2010).

2) Migrants Entrepreneurs and transnationalism

In the era of an information-led and service-based economy, countries have become vigorously dependent on creative entrepreneurs who can successfully integrate creativity into production. Migrant entrepreneurs are taking risks, generating ideas, and exploring the possibilities of converting them into innovations.

Authors have recognized changing migration patterns: today, **migration can be temporary or permanent, short-term or long-term, or consist of a series of multi-stage itineraries** including back to the point of origin. Through so-called new wave of “chain migration,”, where migrants from one particular region or city in one country move predominantly to one particular region or city in another country, often help the faster development of networks (IDM, 2010). This is another way of looking at the typology of transnationalism based on their group behavioral characteristics.

Recent research also observed the emergence of two **more types of migrant entrepreneurs** based on the triggers of **founding an enterprise in the host country**. There are necessity entrepreneurs and opportunity entrepreneurs. It is necessary to distinguish between necessity entrepreneurs and opportunity entrepreneurs because of their different effects on the economic development (Newland Kathleen, Hiroyuki Tanaka, 2010).

“Necessity entrepreneurs” start small businesses because they could not find suitable opportunities in the labour market, and thus, have small impact on economic development. They are the kind who starts a business to sustain their livelihood to avoid unemployment. They have a lower level of social capital and social network and fewer opportunities for starting a business.

Business operations do not require higher level of education and start-up costs are not too high and are usually realized in the sectors saturated with competition and would yield low profits. Therefore, these businesses have to concentrate on the development of social capital as it is extremely important for survival. **This kind of self-employment brings value to the founder entrepreneur and their employees as their survival is depended on this, but does not affect broader economic development.**

“Opportunity entrepreneurs” are those entrepreneurs who recognize and use advantages of new market opportunities and will have a positive impact on the economic growth of the country of origin.

This kind of entrepreneurship emerges in particular, with highly skilled migrants (not necessarily always with college education), specialized in demanded and new sectors, those who can take best advantage of new markets and also generate profits in the countries of origin. **These entrepreneurs have the advantage of a strong social capital and a broader social network, which makes the business flourish more competitively.**

Chen and Tan, (Wenhong Chan, Justin Tan, 2009) , introduced the concept of “glocalized networks”-a network characteristic that is especially relevant to transnational entrepreneurs but has not received much attention. The term “glocalization” is used to capture the multiple outcomes of the interaction between the local and the global. Glocalised networks are the source of social capital that enables the process of discovering and acting on opportunities in the international market. **The transnational entrepreneurs can contribute both economically and socially**, while they can develop and maintain ties with family members, communities, institutions, and governments in the country of origin.

Development of transnational businesses across countries can lead to the economic progress based on knowledge and innovation and strengthen the nation"s competitive advantage in the global market, as migrants are more likely to take risks and indulge in high risk or newly emerging markets. (Tanja Pavlov, JelenaPredojević-Despić, Svetlana Milutinović Brikena Balli, EldisaZhebo, KostaBarjaba, Bernard Zeneli, 2014).

Exerpt (Le Guern Petrache MIL): Migrant Integration Lab – Transnational Pattern

Migrant Integration Lab (Petrache Le Guern) is cultivation a thriving ecosystem for social innovation and more sustainable, equitable, and inclusive communities. **By empowering**, training and accompanying migrants Migrant Integration Lab is facilitating **integration, develop work insertion, entrepreneurship** and help **elaborate livelihood projects**. As a result we obtain not only an **increased productivity**, a **robust economy** through an expanded base of **workers, consumers, taxpayers, and migrant entrepreneurs, but also** Global Competitiveness, expanded through a **multi-lingual, multi-cultural workforce** and the **revitalization of declining communities**.

3) Policies -acting and thinking transnationally

If traditional assimilation theories (and their neo-assimilationist versions) treat transnationalism and integration as opposing processes, **contemporary transnational theorists understand these processes in terms of multiple combinations of transnational and integrative practices** (Morawska, 2004). That is, transnationalism and integration are simultaneous processes in which migrants and immigrants forge relationships with sending and receiving countries, with integration reinforcing transnationalism and transnationalism creating a basis for successful integration (Portes, Escobar, & Arana 2008).

Transnationalism, in this view, offers a viable mechanism for bypassing market constraints and nativist prejudice (Portes, 2001). It facilitates and is part of the process of integration, not a step prior to integration or total “assimilation.” **Present-day policies, at the national and local levels, while displacing conventional assimilation models for multicultural ones, still do not take into consideration the transnational character of migrant life.**

Integration should represent overlapping relationships. Migrants and Immigrants become part of the receiving country and its institutions, and transform them, while simultaneously maintaining and strengthening their ties to their countries of origin (Itzigsohn & Giorguli Saucedo, 2002; Levitt, 2001a; Morawska, 2003). In this sense, **transnational integration** is quite **different** from **multiculturalism**. The latest one, only acknowledges the presence of migrants, immigrants (and minorities) and tries to accommodate their specific cultural needs and differences in a largely ad hoc manner (consult Favell, 2001). We would like to distinguish between a **structural and a social-cultural dimension of integration**. The structural dimension can be defined as the full participation of migrants in the central institutions of the host society, particularly the educational system and the labor market.

Social and cultural integration accounts for migrants and immigrants ability to adapt to the host society’s prevailing moral standards and values at the same time as they change them, creating hybrid cultural systems. (Marcelo M. Suárez-Orozco/1999 points out that “in the global era, the tenets of unilineal assimilation are no longer relevant. Today there are clear and **unequivocal advantages to being able to operate in multiple cultural codes**, as anyone working in a major corporation knows. **(There are social, economic, cognitive, and aesthetic advantages to being able to transverse cultural spaces.)**

The challenge today, is to put in place **policies that will insure successful integration while benefiting both the countries of residence and origin. Policy making therefore should move away from assimilationist frameworks.** Instead, the policy emphasis should be on working with countries of origin to achieve sustainable integration (and re integration in the case of return immigration.)

Consequently, **we have to put integration (and re-integration) on the agenda of bi-lateral, multilateral, and international dialogues.** We should **think and act transnationally.**

Because of the increased presence and dominance of transnational activities shaping the daily lives of both (im)migrants and their communities (both in the receiving countries and countries of origin), there are a number of general implications that can be summarized into five strategic principles: (Alvaro Lima 2010)

Portability: As transnational immigrants move from place to place it is essential that they be able to “carry” with them their various professional certifications, health insurance, retirement plans, etc. Portability of economic and social benefits is key to immigrant transnational life.

Transferability: Besides being able to “carry” their credentials, records, and benefits, they must be transferable that is, recognized at both the place of origin and destination. In practice, transferability should be universal as it is more and more in the spheres of commerce and finance.

Visibility: Though the activities of transnational (im)migrants, particularly those of transnational immigrant entrepreneurs, have significantly contributed to the revitalization of inner-city neighborhoods. They remain buried under “ethnic” and “minority” classifications and are invisible to policy makers, business leaders, and nonprofit organizations.

Hybridity: Nation-states, both those that serve as countries of origin and those that serve as receiving countries, have to adapt to transnational realities challenging traditional notions of national identity and belonging. Transnational communities create hybrid cultures (Canclini, 2001). The ideal of a nation-state “containing” its people via the commonalities of linguistic, cultural, and ethnic ties no longer applies.

Translocality: The concepts of “local community” and “local development” must be redefined in terms of relationships and flows instead of semi-autarchic geographies to allow for transnational behaviors.

4) What may be the Advantages?

Migrants in countries of destination can develop and maintain ties with family members, communities, institutions and governments in the countries of origin, and vice versa, while contributing economically and socially to both societies. Transnational connections created by migrants can become vehicles **for social and cultural exchanges between societies** through, for example, an enrichment of arts, music, films, entertainment and cuisine, promotion of tourism, diffusion of alternative medicine, or exchanges at the level of education and research. **Transnational exchanges can of course also be economic in nature**, including remittances as well as investment and trade in specialized goods and services. Migrants may also influence predominant ideas in home and host societies in more subtle ways, for instance by spreading different views about social and political norms and practices in their countries of origin, or by creating a better understanding of different cultures in their society of destination. They and their families may experience their transnational existence as a source of personal enrichment and development. **Concretely, educational, professional and lifestyle opportunities and language abilities can be enhanced.** More abstractly, a broadened horizon and the ability to navigate between different cultures can be very rewarding. These are but a few of the many opportunities presented by transnationalism. **Different contexts need to be considered in tailoring migration policies to enhance the positive aspects of transnationalism for migrants, their families and societies of origin and destination.**

In conclusion, the question of whether public policy can address the needs of local integration can be answered along the following lines. Integration processes are too complicated to locate policies in one place alone. It is necessary to distinguish between levels of governance and formulate policy responses where they are needed; seize opportunities where they arise or originate. Ideally, these responses are complementary: addressing the economic, social, cultural and civic sides of integration; considering the local, regional, national and international dimensions of it; and dealing with its social and legal aspects. **Yet, policy perspectives of both sending and receiving countries either misinterpret or ignore migrants’ transnational orientations** (Bauböck, 1998). Considering a transnational framework when designing policies will move us toward policies more in keeping with today’s world. **The goal should be to design comprehensive and coherent policies at local levels of governments addressing a broad range of issues in close partnerships with sending and receiving countries, multilateral and international organizations, and civil society organizations.** Diaspora members and groups are key resources and players in this process. Such a policy framework, transnational in nature, is the only way to promote stability, prosperity, and security on a global scale.

Transnationalism is a key factor in contemporary migration management. While continued and sustained activities by migrants across borders is nothing new, consideration of how to adapt migration policymaking – traditionally firmly and exclusively focused on the national sphere – to account for and manage transnational connections has yet to be fully realized. Migration policies need to be informed by the realities of transnationalism, both positive and negative, with a view to harnessing the benefits that transnationalism can bring. While there are undeniable challenges, on the whole, **migrants engaged in transnational activities do much to enrich the numerous spaces they occupy.** Direct involvement of the various stakeholders, including home and host governments, local authorities, migrants and their families, migrant networks and associations, civil society and the private sector, is vital for strengthened partnerships that create the best outcomes for all concerned.

7. Provide dialogic teaching, tailored services and centered learning sessions for Newcomers & vulnerable groups

Curriculum Content and Variations

Migrant Integration Lab Curricula are “living” documents **that are constantly being adapted and updated to meet the specific needs and abilities of each new group**. General topics covered for all participants typically include practical information about the country of destination while at the same time address issues such as cultural adjustment and integration.

Migrant training curricula take into account the core facts regarding the country of destination, including geography, climate, housing, laws, employment, education, health and social services, and transportation. **Topics such as social norms and values, cultural adaptation and coping with culture shock are spiraled throughout the curricula.**

Content will vary, depending upon the target group. While refugees will need to understand and learn about the resettlement realities which await them, including health and social services, migrant workers, on the other hand, will be presented with employment-specific information such as contracts, benefits, rights and responsibilities, remittances, etc.

All migrants, whether they are temporary or permanent, will benefit from understanding the cultural norms and values they will encounter as they navigate from the known to the unknown, and make connections between that which they have experienced and that which is still new.

Training Methodology suggestions

Training sessions must be “learner-centered”. Skilled trainers directly involve the participants and ensure that they take ownership of the classes. The training methodology is hands-on, meaning that participants are not simply told about life in their new country, but are **given the opportunity to experience it through role-plays, case studies, problem- activities, games, debates, and other activities that require their full involvement.**

Effective training requires the trainers to know the background of their participants. Trainers draw parallels and connections between a participant’s point of reference and **their own understanding of the societal expectations and behavioral norms of the destination country.**

Trainers must be sensitive to the **cross-cultural issues that may challenge the participants’ own cultural values and traditions**, and create opportunities for open discussions on a range of topics. Sensitive topics are raised in a manner which is both respectful and non-judgmental, in which participants can explore their own attitudes and concerns. Sensitive topics are raised in a manner which is **both respectful and non-judgmental**, in which participants can explore their own attitudes and concerns.

Make use of cross-cultural or bi-cultural trainers

Trainers who share similar cultural and linguistic backgrounds as those of the migrants they work with are often considered **more effective** than those who do not share their language and have a less complete understanding of the migrants’ culture. A further advantage of **cross-cultural trainers** is their keen understanding of the culture of the destination country, which gives them a unique perspective and enables them to effectively **address potential challenges the migrants may have** as they navigate the complexities of the receiving society. **Straddling both cultures becomes an asset, which enables them to gain the trust of the participants and increases overall credibility.**

Promote gender equality in migrant training

It is equally important to provide an open and secure learning environment in which **gender equality is promoted**. This not only sends an important message that the destination country values the role that both men and women play, but also **paves the way for future social interaction and learning opportunities whereby women's participation is not only encouraged but expected**. Trainers are particularly attentive to female migrants' needs, and, if necessary, will **create opportunities in which to address issues that may warrant separate discussions from those held with male participants**. If possible, training sessions addressing sensitive culture-specific issues (FGM, bride prices, sexual exploitation and abuse, and polygamy) should be carried out for men and women.

Recognize the inherent strengths and resources of migrants

Trainers are encouraged to draw on the extensive experience, strengths and resiliency which migrants bring with them when designing, conducting and evaluating training programs. **These social resources should be factored into the delivery of any migrant training program.**

Make possible that migrants teach each other

One of the most effective ways to learn something is to teach it to others. The migrant training must look for ways to help participants learn different facets of a training topic, then teach each other in order to fill in the information gaps. **This approach not only helps migrants learn their own part of the topic particularly well, but also helps them to develop self-confidence from being teachers of important information, instead of always being the recipients.**

Proceed from the known to the unknown

An effective teaching approach is one whereby the trainer first identifies what the learner already knows and then moves to what they want or need to learn. This can be done by drawing on examples from what migrants already know – whether about public transportation, housing, health and social services, education, laws, or cultural adaptation – and extrapolating or bridging from that existing knowledge to new information.

Conclusion and results:

By taking advantage of this type of training programmes **migrants, host communities, and governments all stand to benefit**. Migrants gain from having a better understanding of the migration process, which contributes towards reduced levels of anxiety while increasing the overall chances of successful integration.

Host communities gain through a decreased need to support the newcomers, while fostering an atmosphere of mutual understanding and respect among all community members. And, finally, **governments gain through decreased costs as newcomers become self-sufficient, productive and integrated members of the receiving society more quickly.**

Transnationalism, Hybridity, Language Learning & Education

Focus on young migrants **"Education enables children and youth to thrive, not just survive."**

Migrant learners participate and exchange economic, social, and cultural capital have become much wider and more complex. They can no longer be understood just as migrants on a local or national scale. Traversing **deterritorialized spaces**, where culture transcends geographical demarcations (Appadurai, 1990), they operate as **transnationals** who are able to maintain ties with their home country, while building new relations within their host or adopted country. For migrants who are language learners, such transnationalism offers new sets of opportunities for language teachers.

To help expand possibilities for **migrant language learners**, education needs to be able to recognize and harness the **transnational identities of migrants**; identities that have been constructed by particular material conditions and histories. By going beyond the frames of a romanticized multiculturalism or a deterministic view of migration, teachers & trainers can develop literacies and classroom practices that take into account:

- **the modes and degrees of affiliation of migrant language learners with their country of origin;**
- **the material conditions of these learners in their country of settlement, and**
- **the extent to which the interplay of these two shape their ways of thinking and learning, their degrees of assimilation, and their investment in learning.**

As a social practice, language learning is implicated in relations of power (Norton, 2013).

Identity, being a person's sense of self and relation to the world, is understood as dynamic, multiple, diverse and even contradictory. It is a continual site of struggle, as **language learners navigate through different contexts of power**, where some subject positions may be in conflict with others. When migrant language learners speak, they do not just exchange information, they also reorganize a sense of who they are and how they relate to the world. Frequently, they seek to construct identities that would allow them to gain legitimacy in the spaces they occupy.

They invest in learning because they know that they will acquire a wider range of **symbolic and material resources**, and these **social and economic gains** in turn enhance the range of identities they can claim in a particular community. In the workplace, for instance, the migrant who struggles with the target language may either be refused entry into the network of power or feel inadequate in the presence of the target language speaker who possesses the capital of fluency and local knowledge.

To understand how **migrant language learners enact** and develop **their competencies**, we need to examine the process through a lens where ideology and identity intersect, and where learners are recognized as social actors who have the capacity to navigate through multiple, sometimes competing, ideologies. As they operate in these transnational, trans-ideological spaces, they are positioned in multiple ways, and the linguistic practices they bring with them are assigned different values. By understanding their sociopolitical contexts and the structural forces they contend with, we can better understand how they appropriate language to claim power (De Costa, 2010).

Recognizing **the hybridity of languages and cultures that transnationals** possess, Bhabha (1994) speaks of a Third Space in which one no longer needs to rely on the binaries of home or host countries. In this space, the communicative practices of transnationals **interact using different languages and communicative codes, and become transidiomatic practices** that are available in a range of communicative channels, both local and distant (Jacquemet, 2005).

As migrant learners possess insights about being part of a community that goes **beyond nation-state boundaries**, **transnational literacies can thus allow them to understand local, national and global issues, and engage with empathy and sensitivity with people of diverse, often underprivileged backgrounds.**

8. Sustainability

Sustainability involves looking for long-term, resilient solutions that set in place processes, structures and systems that can accommodate change as the problem space evolves.

For all stakeholder groups (the refugees/migrants, the local host communities, the refugee/ migrant countries of origin and the international communities), having a sustainable and positive approach to the refugee/migrant “problem” would seem to offer win-win solutions.

Economic migrants are often treated differently to refugees. However, the plight of some of the economic migrants may not be too different to that of the refugees. In addition to the mass migration of refugees, we also see the mass migration of economic migrants. Perhaps some of the insights from the refugee context can be applied to economic migrants, notably the potential for **win-win solutions using and developing the capability of the migrants to make a positive contribution to local host communities.**

Mass and sustained migration, of both refugee and economic migrants, is often treated in a negative light, yet the reality is that there is significant potential for migration to be a positive activity for the various stakeholders, including the countries of origin, host countries and communities, the migrants themselves and the wider global society.

Given the current geopolitical climate in many parts of the world, with instabilities in various countries and regions, the desire for economic improvement in poorer communities in the world, and the impact of impending disasters as we move into a period of global warming, it is likely that the need for sustainable and resilient solutions for the refugee and migration issues will task policymakers for many years to come.

Hopefully the discussion and our insights in this paper will inform such policymakers.

More radically, sustainable integration is about changing the way we change. It builds on our avowed commitment to sustainability as a goal for our global environment. **This demands a broader philosophy of transnational governance.** It is the name of the game when boundaries of all kinds have been radically reconfigured. Politics-across-borders must change too in our virtual times, with emphasis on empowerment, resilience, robustness, distributed intelligence and adaptive learning.

It must mirror the potential and restraint called for by contemporary patterns of technological innovation. For the France and EU, **sustainable integration would be a new governing idea of integration calling for moving away from the old remedies of “deeper faster” in favour of “better and fairer”** – through processes that are politically acceptable across generations. **It is altogether a practice, an ethos and a state of mind.**

For such an agenda to be politically desirable, it needs to be applied through empowerment rather than centralization, through the channeling of local democratic energies, in the spirit of the groundswell of ‘bottom up’ climate action pledged under COP21’s fourth pillar. In order to foster a sustainable integration culture, the actors must systematically assess short-term actions against long-term goals by shaping bolder and more political versions of its current tools.

Part 2. Migrant Integration Lab – Sustainable Solutions on brief

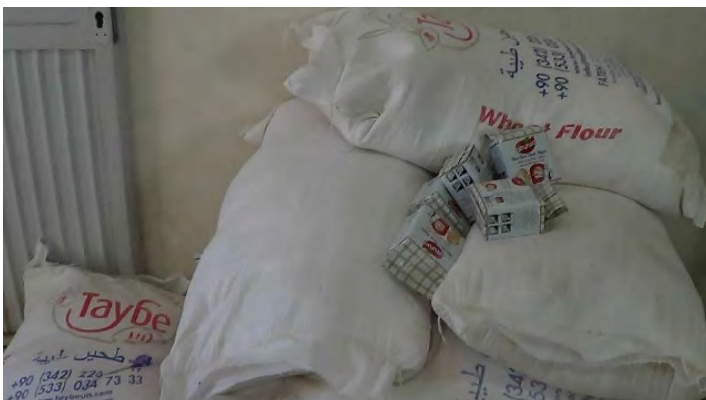
Origin of the Migrant Integration Lab initiative

Non-humanitarian direct assistance to the Syrian population



We provided for the European Commission a Final evaluation report of the programme “providing non-humanitarian direct assistance to the Syrian population” reference 13MNC044, in 2016-03-16

This evaluation was commissioned with a request for assistance in conducting a final project evaluation for non-humanitarian aid in Syrian territory. B1-AKT agreed to provide 2 staff members, Laura Petrache and Yannick Le Guern, to lead the evaluation. The evaluation team brought to this evaluation non-humanitarian, program management, and monitoring and evaluation expertise alongside a sound understanding of the current context and corporate knowledge of systems and the response to date.



Context

Since the beginning of 2014, approximately 800,000 people have arrived at EU borders through irregular channels, **fleeing conflict and violence** at home or in search of a **better life abroad**. This migration surge has become a highly sensitive political issue, **generating intense political and public debate and exacerbating pre-existing weaknesses in immigration systems across Europe**.



Meanwhile, the lack of an adequate response by EU governments has left hundreds of thousands of refugees and other migrants increasingly vulnerable. The current surge in migration to the European Union (EU) is rapidly becoming the largest and most complex facing Europe since the Second World War. EU governments are facing **huge policy and practical challenges in determining and addressing the immediate and longer-term needs of refugees and other migrants**.

The current global economic crisis and its impact on both origin and host countries is complicating even more, the already difficult challenges everyone is facing on migrant integration. The process of migrant integration can sometimes generate some degree of public anxiety and at times fear, especially during periods of economic downturn. With unemployment persisting in many countries, migrants are sometimes perceived as competitors for jobs, exerting downward pressure on salaries, and as a burden on the welfare system. However, experiences thus far suggest that these perceptions are largely unfounded. Not only do migrants tend to concentrate in just a few sectors such as construction, domestic services, and health care, but also these sectors tend to be those in which there is a deficit in the local job market, so that migrants most often fill jobs unfilled by the local population.

Migrant integration involves a number of dimensions; these are, economic, social, cultural, political and legal. Ideally, migrants should be integrated in all these dimensions. However, not all host countries are willing and / or able to support migrants in all these. This also varies depending on the status of the migrants in the host country. While much discussion of integration focuses on ensuring migrants' ability to be gainfully employed and contribute to the local economy, more than this is required if migrants are to be full participants in their host society.

The responsibility for migrant integration rests with many actors: migrants themselves, origin and host countries, public and private institutions and communities.

The experiences of individual migrants are a valuable source of information to aid understanding of the challenges of integration and for developing effective strategies to address these challenges.

Migrant integration requires an inclusive approach. Migration requires not only a "whole of government approach" but a "whole of society approach." The private sector and civil society in general can offer valuable assistance and ideas to facilitate migrant integration. Institutions at the local community level where nationals and non-nationals most often interact, such as schools, marketplaces and banks, are often in the best position to assess and address the particular needs of the community and migrants. Non-state actors therefore complement the efforts of governments owing to their grass roots presence to engage and assist migrants in their daily lives.

Migration does not end with the arrival of a migrant in a foreign country. Migration brings change that impacts on the lives and well-being of both migrants and host societies. How to manage such change to the mutual benefit of all is one of the biggest challenges for governments today. It is expected that the challenge will grow with the rising global movement of persons, particularly temporary migration and rapid changes in global labour markets as well as demographic pressures.

Based on recent experiences in implementing migrant integration projects in many parts of the world, we found innovative solutions and useful, effective interventions concerning migrants integration.

Migrant Integration LAB – A global device for sustainable integration

As the EU urgently needs to put in place a coherent, long-term and comprehensive strategy that maximizes the benefits of migration and minimizes its human and economic costs, an effective response came under the form of the initiative of “**Migrant Integration Lab**”.

The “Migrant Integration Lab” immersed in France and extended to Greece, Italy and Romania. **The project was founded by [Laura Petrache](#) and [Yannick Le Guern](#) and it is based on their most recent experiences in implementing migrant integration and livelihood projects in many parts of the world as Romania, Africa, Syrian ground, France ...**Their solutions are innovative, their interventions concerning migrants’ integration, useful and effective. **They see the refugee crisis “as chance to revitalize the European Union”.**



Migration is a chance for our societies to reach their full potential. Our initiative, Migrant Integration Lab creates the best conditions for people who arrive in Europe to be **innovating entrepreneurs, change makers or artists** in a position to **act and create value** and to be a source of innovation for host societies.

In practice, we are creating different experiments by implementing Labs to show that newcomers and people from the host civil societies can create sustainable integration and install an intercultural dialogue between host communities and newly arrived persons.

We empower migrants and facilitate integration by acquisition and/or development of skills. We enhance capacity-building for migrants by means of training and labs. We develop work insertion and help elaborate livelihood, entrepreneurship, cultural, projects. We develop Sustainable learning and Sustainable Communities.

Presently, we facilitate and foster economic and social integration of migrants supporting them in the development of new business initiatives, via light incubation and mentorship programmes.

They affirm that Europe risks collapse as a result of the illusion that we can face this problem by raising walls, closing borders, setting thresholds, discriminating on the basis of religion or building a mini-Schengen. In their opinion, **Europe should organize economic migration flows, instead of resisting and denying them.**

The principal beneficiaries of their Lab are: **refugees, humanitarian entrants, family reunification cases, skilled migrants, marriage migrants, immigrants and temporary foreign workers and migrants but also ethnic minorities.**

By **empowering**, training and accompanying migrants they facilitate **integration, develop work insertion, entrepreneurship** and help



elaborate livelihood projects. By their actions, they encourage public debate, contribute and promote **awareness, citizenship, economic growth, sustainable communities & development.**

They are defining themselves as **“builders’ of intercultural dialogue”**. They are promoters of a “balanced gender representation and their actions “are committed to strengthening the ability of the **host society to adjust to diversity,** increasing the **understanding and acceptance, promoting employment for migrant women and sustainable learning for young migrants”**”.

As results, the Founders of the Migrants Integration Lab - Laura Petrache and Yannick Le Guern - are forecasting “a more **vibrant, cohesive society** shared and valued by established and newcomer residents of different experiences, histories, ethnicities, and backgrounds but also an **increased productivity, a robust economy** through an expanded base of **workers, consumers, taxpayers, and entrepreneurs”**.

In their opinion, Global Competitiveness can be expanded through a **multi-lingual, multi-cultural workforce** and the **revitalization of declining communities** can be achieved through the contributions of **migrant families** working in tandem with their native-born neighbors, these are few of the reason of empowering migrants to successful. By cultivation a thriving ecosystem for social innovation and more sustainable, equitable, and inclusive communities they help refugees and migrants socialize.

By fostering respect and understanding for diversity, democratic values and citizenship and they “give citizens the opportunity to discover, learn from and understand the values and cultures of refugees and migrants and in the process enrich their own”.

They believe in stronger communities with the ability to constitute a “France **where all members of society-regardless of race, national origin, or socio-economic status, live in dignity and equality”**”.



The Four Pillars

The “Migrant Integration Lab” device is based on the elaboration of:

1. A Global Ecosystem regrouping National and International actors, Stakeholders, Institutions working on Sustainable integration issues
2. A Global Process of Newcomers Integration:

This is achieved by Training and Capacity building and/or reinforcement via LABS, based on 4 simultaneous PILLARS:

- **Linguistic (social & cultural) pillar**
 - **Economic integration (“job targeting” & “entrepreneurship” mentoring) pillar**
 - **Civism (citizenship) pillar**
 - **Intercultural dialogue (sustainable communities, arts & hybrid identity) pillar**
3. The Training Methodology for newcomers and targeted public, but also for the main stakeholders at national level
 4. A European Network as to permit good practices exchange and enable transnational cooperation.

For the complete device and description please contact us. contact@b1-akt.com

The current global economic crisis and its impact on both origin and host countries is complicating even more, the already difficult challenges everyone is facing on migrant integration.

The process of migrant integration can sometimes generate some degree of public anxiety and at times fear, especially during periods of economic downturn. With unemployment persisting in many countries, migrants are sometimes perceived as competitors for jobs, exerting downward pressure on salaries, and as a burden on the welfare system. However, experiences thus far suggest that these perceptions are largely unfounded. Not only do migrants tend to concentrate in just a few sectors such as construction, domestic services, and health care, but also these sectors tend to be those in which there is a deficit in the local job market, so that migrants most often fill jobs unfilled by the local population.

Migrant integration involves a number of dimensions; these are, **economic, social, cultural, political and legal**. Ideally, migrants should be integrated in all these dimensions. However, not all host countries are willing and / or able to support migrants in all these. This also varies depending on the status of the migrants in the host country. While much discussion of integration focuses on ensuring migrants' ability to be gainfully employed and contribute to the local economy, more than this is required if migrants are to be full participants in their host society.

The responsibility for migrant integration rests with many actors: migrants themselves, origin and host countries, public and private institutions and communities. The experiences of individual migrants are a valuable source of information to aid understanding of the challenges of integration and for developing effective strategies to address these challenges.

Migrant integration requires an inclusive approach. **Migration requires not only a “whole of government approach” but a “whole of society approach.”** The private sector and civil society in general can offer valuable assistance and ideas to facilitate migrant integration. Institutions at the local community level where nationals and non-nationals most often interact, such as schools, marketplaces and banks, are often in the best position to assess and address the particular needs of the community and migrants. Non-state actors therefore complement the efforts of governments owing to their grass roots presence to engage and assist migrants in their daily lives.

Migration does not end with the arrival of a migrant in a foreign country. Migration brings change that impacts on the lives and well-being of both migrants and host societies. How to manage such change to the mutual benefit of all is one of the biggest challenges for governments today. It is expected that the challenge will grow with the rising global movement of persons, particularly temporary migration and rapid changes in global labour markets as well as demographic pressures.

Linguistic Pillar

The ability to communicate in French is critical for migrants to be able to attain better jobs, advance in their careers, participate more fully in civic life, and become more integral members of the larger community. **Linguistic integration occurs when non-French proficient individuals have acquired the necessary French language skills and related cultural knowledge to be able to meaningfully contribute to their community.**

We posit that engaging instructional strategies that are appropriate for migrant' level of literacy and education, delivered at the highest possible intensity (hours available for structured learning in and outside of class), coupled with program-wide strategies to increase learner persistence, **will accelerate French language learning.** This framework addresses evidence-based strategies and initiatives that address immigrants' linguistic integration in: literacy; Multi-level classes; Use of technology to accelerate learning; etc

Introduction: Key Issues

Migrant training includes a wide range of activities designed primarily to ensure **the smooth and successful integration of migrants.** This must take into account a range of factors including migrants' cultural, educational and socioeconomic backgrounds, and the primary integration challenges they may face based on their individual circumstance.

Migrant training and related activities provide participants with critical information about the country of destination, while helping them to identify and develop the necessary skills needed to succeed in their new environment. In addition to providing factual information, training activities also **focus on exploring the attitudes and behavioral changes needed for successful integration.**

Our Vision

We are committed to continuously improving the training it provides to migrants of all categories. We are adopting new approaches and techniques designed to empower and better prepare migrants for the challenges they may face.

Objectives

We prepare migrants and facilitate integration. It also helps them manage and foster realistic expectations; empowers them through facilitating the acquisition of skills, and finally provides a forum in which to ask questions, express their fears and concerns, so as to be better equipped to deal with cultural adaptation and change.

Principal Beneficiaries

Participants in migrant training programmes include refugees, humanitarian entrants, family reunification cases, skilled migrants, marriage migrants, immigrants and temporary foreign workers. At its most effective, the training helps reduce the costs associated with integrating migrants, by enabling newcomers to rapidly become self-sufficient and productive members of the receiving society. This reduces their vulnerability while fostering their effective participation in their new community.

Approach

Our training methodology recognizes an interactive, **learner-centered approach** while also taking into account different learning styles. The primary goal of any training is to encourage participation as much as possible, and to strive to empower participants through creating meaningful and experiential learning opportunities. Providing an atmosphere of **inclusion** in which all participants are encouraged to actively take part, results in fostering a greater sense of belonging. Experiential and participatory training are seen as the most effective approaches, focusing on skills and attitudes rather than simply on information. **Providing ample opportunities for learners to express themselves is key to the learning process.**

Migrant training goes beyond simply the facts and information dispensed; it also addresses the psychosocial wellbeing of participants. This approach is now seen as an integral part of every migrant training program. Assisting migrants during periods of transition with compassion and respect significantly contributes to raising their self-esteem and reducing their levels of anxiety. Maintaining integrity throughout the training process begins and ends with the trainer.

In conclusion, we believe that migrant training contributes and facilitates their successful integration, regardless of whether they be temporary or permanent migrants.

Language and cultural training

Language training courses for migrants and refugees provide participants with language skills that enable them to cope independently with their most immediate needs in their new country while also preparing them for post-arrival experiences which may also include employment.

Newly settled migrants and refugees are equipped with functional and practical language skills to carry out simple tasks required of them during their first few months in-country. With these skills comes an increased level of respect towards the newcomers as host communities are able to communicate and understand them, and respond to their needs. Governments also gain through decreased costs as newcomers become self-sufficient sooner and productive members of the receiving society. All in all, it is an empowering experience for all.

One of the principal features of our language training is that language is taught for the purpose of practical communication, rather than as an academic exercise. Each training course is tailored to fit the needs of the particular target population. The focus is more on speaking and listening, although reading and writing skills are also addressed, with reference to real situations. Grammar is learned by deduction. Explanations and translations are not normally provided, and whenever possible the target language is used as the medium of instruction with a focus on language acquisition rather than formal language learning.

Language skills

According to us, the objective of integration training is for students to achieve skills level B1.1 in the French language. The targeted skills level to be achieved during the training may, however, vary as required for each student's employment opportunities and further career plans, with regard to highly educated students, for example. Language and communication skills also do not always develop in step with other working life skills, which means that a student who has achieved level B1.1 may still have deficiencies in other working life skills.

See the table below:

Functions of Language

| FUNCTIONS OF LANGUAGE level 1 | |
|--|---|
| <ul style="list-style-type: none"> • Simple questions and answers • Introducing oneself • Naming • Greeting • Relating and asking about personal news • Thanking and apologizing • Asking questions • Seeking information • Describing | |
| THEMES | COMMUNICATION SKILLS |
| <ul style="list-style-type: none"> • Individual and immediate circle (personal details, family, friends, home and living) • Everyday life and running errands (daily rhythm, shopping and using services, banking, post office, etc.; food, clothing, transport) • Basic services (day-care centre and school, dealing with official services, library) • Health and well-being (condition, body parts, falling ill and accidents, action in emergencies) • Society and the environment (institutions; history, political system, equality, economic structure, nature and climate) • Leisure and interests (personal hobbies and interests, cultural provision, customs) • Work and education (education system; occupations, job search and labour market; world of work, incl. holidays, pay, occupational safety, etc.; workplace culture) • current affairs (mass media) • Study skills and information acquisition (making use of target-language environments, different learning styles, information acquisition, study vocabulary) | <ul style="list-style-type: none"> • be able to give basic information about themselves and answer simple questions about themselves; • be able to use vocabulary related to life and everyday situations; • be able to cope reasonably well in the most common interaction situations; • be able to respond to simple requests; • be able to write a short message; • be able to understand words and pieces of text when reading everyday texts; • be able to express their immediate needs using set phrases; • be able to pronounce words and phrases more or less understandably; • be able to make observations and pick out information about language usage in their own immediate environment (signs, signboards, customer service phrases, maps); • be able to recognise visually some text types, such as price tags, receipts, menus and grocery lists; • be able to pick out specific information in authentic texts; • be able to express whether they have understood; • be able to ask for repetition. |

FUNCTIONS OF LANGUAGE level 2

- Narration, reporting
- Clarification, specification, correction and requesting these
- Personal stance (emotions and attitudes, opinions, argumentation, proposal, intention, certainty/uncertainty)
- Regulation of communication, such as some degree of initiative)
- Compliance with social norms and practices in predictable situations, such as politeness, offering help

| THEMES | COMMUNICATION SKILLS |
|--|--|
| <ul style="list-style-type: none"> • Individual and immediate circle (personal details, family, friends, home and living) • Everyday life and running errands (daily rhythm, shopping and using services, banking, post office, etc.; food, clothing, transport) • Basic services (day-care centre and school, dealing with official services, library) • Health and well-being (condition, body parts, falling ill and accidents, action in emergencies) • Society and the environment (institutions; history, political system, equality, economic structure, nature and climate) • Leisure and interests (personal hobbies and interests, cultural provision, customs) • Work and education (education system; occupations, job search and labour market; world of work, incl. holidays, pay, occupational safety, etc.; workplace culture) • Current affairs (mass media) • Study skills and information acquisition (making use of target-language environments, different learning styles, information acquisition, study vocabulary) | <ul style="list-style-type: none"> • be able to manage fairly well in ordinary, predictable everyday communication and conversational • situations at work and in leisure time; • be able to communicate topics of personal relevance even in slightly more demanding situations (such as dealing with official services, (telephone) information services); • be able to understand the main points and details of personal interest from speech dealing with general • subjects; • be able to convey familiar information relatively • effectively in writing, such as writing understandable, sufficiently coherent factual texts (e-mail messages, notices, letters, applications); • be able to read a wide variety of texts of varying lengths and find the main points, key words and • important details in texts; be able to seek information and make inferences; • be able to recognise different text types and their • purposes (official and semi-official texts, user instructions, articles, easy literature); • be able to use relatively extensive everyday vocabulary and some high-frequency phrases and idioms; • be able to recognise contextual variations in language, social norms and practices; • be able to understand speakers with different accents; • be able to pronounce so as to be understood with relative ease. |

Economic integration pillar

Economic integration by Building Successful communities

Finding a job that pays a living wage is the top priority for most working-age migrants. Economic integration occurs when employers are able to attract and retain the best talent, when both employers and immigrant workers understand their rights, and the latter have the resources to excel and obtain economic and financial self-sufficiency. This vision of economic integration is not a reality for many migrants given that migrants are disproportionately concentrated in low-wage jobs that do not pay family-sustaining wages.

In the short-term, migrants need job readiness skills and job placement assistance. To move ahead beyond the first job they are able to land in France, most immigrants need further education and training and an understanding about the local labor market and how to pursue the most viable career and/or entrepreneurship pathway.

Our framework addresses evidence-based strategies and initiatives that local networks can pursue to facilitate migrants' full economic integration related to job readiness and career pathways; Financial literacy and asset building; Entrepreneurship; Engaging the receiving community etc.

Successful integration builds communities that are stronger economically and more inclusive socially and culturally.

Our Special field: Sustainability and Entrepreneurship: foster entrepreneurship among young migrants and women.

On brief: we build Entrepreneurial capacity for young migrants and women. This focuses on:

- identification of potential migrant entrepreneurs and awareness about entrepreneurship in their communities;
- training courses on entrepreneurship, business planning, legal aspects of setting up a company and hiring employees, etc.;
- mentoring schemes for (future) migrant entrepreneurs; • best-practice exchange and mutual learning among organizations active in supporting migrant entrepreneurs

Guidelines and principles of our action:

Identification of a migrant's skills and qualifications should be undertaken as early as possible upon his or her arrival; thereafter each migrant should receive:

Detailed guidance on validation and/or retraining and assistance in completing necessary administrative procedures; and a personal portfolio or competence passport designed to show his or her relevant learning experience and professional competence.

For example, please see table here bellow

| MODULES | MODULES |
|--|---|
| MODULE 1. MAKING BUSINESS SUPPORT ACCESSIBLE TO ALL <ul style="list-style-type: none">• Aims and scope• About the training programme• Activities carried out during the module• Guidelines for the trainers MODULE 2. UNDERSTANDING BUSINESS <ul style="list-style-type: none">• Introduction• Learning outcomes• Business features• The Enterprise• The Entrepreneur• Case Studies MODULE 3. STARTING UP IN BUSINESS <ul style="list-style-type: none">• Introduction• Learning outcomes• Modes of starting-up in business• Legal structures• Business regulations• Raising finance | MODULE 4. WORKING WITH CLIENTS <ul style="list-style-type: none">• Introduction• Learning outcomes• Developing trust• Communication• Pre-meeting preparation• Conducting the meeting with the client• Case study• Exercises MODULE 5. FINANCE FOR BUSINESS ADVISERS <ul style="list-style-type: none">• Introduction• Learning Outcomes• Structure of the module• The Main Financial Statements• Exercise MODULE 6. MARKETING FOR BUSINESS ADVISERS <ul style="list-style-type: none">• Introduction• Learning outcomes• Marketing Strategy• Marketing Plan• Exercises MODULE 7. SPREADSHEET FOR BUSINES |

| THEMES | COMPETENCES |
|---|--|
| <ul style="list-style-type: none">• Workplace culture and significance of work in French society• The labour market system• Rights and responsibilities of employers and employees• Forms of work• Essential labour legislation• Taxation• Job search | <ul style="list-style-type: none">• be familiar with the status, rights and responsibilities of employees;• familiarise themselves with the practices of the world of work;• be familiar with the French labour market;• know how to draw up and update job search documents (job application, CV);• be able to identify different job search procedures and seek work independently;• know how to make use of information and communications technology to seek work;• understand the significance of language skills in work assignments and work- related interaction situations;• be familiar with common vocabulary relating to seeking work and working life;• know how to behave in job interviews. |

Civism & Citizenship pillar

Migrants' civic engagement is critical to **upholding the nation's values and democratic institutions**. Civic integration occurs when all community members belong, are secure in their rights, exercise their liberties, and **share ownership in the community and the nation's future**.

Citizenship is a classic benchmark of integration in any society. With citizenship comes the right to access to public benefits as well as the ability to sponsor family members. Even if they have not yet attained citizenship, migrants should be encouraged to participate in civic life.

Such participation increases interactions with other migrant and receiving community members and signals migrants' commitment to their community and new country. It develops leadership skills and social and professional ties that can expand migrants' access to resources and job opportunities.

Focus on Gender Equality

Gender considerations are integrated into the planning. This takes account of the different information requirements and other specific needs of women. **Migrant women often experience legal and financial dependency related to their residency status, which in turn puts them at risk of violence, exploitation and abuse.** Undocumented women experience greater risks as fears over insecure residency status may prevent them from accessing shelters or support services.

The gendered nature of employment and the different sectors in which women and men work, are important to understand also: for example, women are overwhelmingly employed in domestic and care work: sectors that are poorly protected by employment rights or trade union representation. Men often work in construction and agriculture, which in turn are unregulated sectors with poor union protection. Even where women and men work in the same sectors, women predominate in the lower skilled jobs and experience discrimination in pay and conditions of employment and the undervaluing of their skills. The overwhelming majority of victims of trafficking for sexual exploitation are women.

Focus on "Laïcité"

All our trainings are taking into account the cultural specificity, hereby the French concept of secularism. This concept encourages the absence of religious involvement in government affairs, especially the prohibition of religious influence in the determination of state policies; it is also the absence of government involvement in religious affairs, especially the prohibition of government influence in the determination of religion. "Laïcité" is distinct from anti-clericalism, which actively opposes the influence of religion and the clergy. It relies on the division between private life, where adherents believe religion belongs, and the public sphere, in which each individual, adherents believe, should appear as a simple citizen equal to all other citizens, devoid of ethnic, religious or other particularities.

| THEMES | COMPETENCES |
|---|---|
| <ul style="list-style-type: none"> History of France Social system: organs of government and local government Political system with political parties Opportunities to influence through third sector organisations France in geographical terms, natural conditions and local natural and built-up environments France's economic system and structure France as an international player Basics of legislation and the judicial system and public rights of access Laïcité Gender Equality | <ul style="list-style-type: none"> be familiar with France's history and the essential features of its social and economic system; be aware of the basic rights and responsibilities of French residents and citizens and be able to exercise their rights and fulfil their obligations; be familiar with and know how to use political and other civic influencing opportunities; be familiar with the status of families and children and young people and equality between genders in France; be aware of the principles of equality and non-discrimination; be familiar with French nature and the principles of environmental protection and sustainable development and know how to make use of public rights of access. Acquiring a global understanding of the concept and applying it to everyday life (citizenship) Tools & Guidelines to more respectful and inclusive society |



Communication and Intercultural dialogue (sustainable communities & hybrid identity) pillar

Cultural Identity

Intercultural training Program: we are making a difference through intercultural dialogue

Why we need intercultural training?

In a diverse society, being able to communicate effectively with people of different backgrounds is of increasing importance. From classrooms to workplaces to local communities, there is a real need to make sense of diversity, and to be able to talk about it productively and meaningfully without offending.

However, **people often lack the confidence, skills and knowledge to approach these issues.**

It is very important to be **aware** of the different behaviour, attitudes and values of people from **different cultures.**

Our training programs help people to build the intercultural awareness and communication skills they need to succeed, with a focus on practical results. We train participants in tried and tested intercultural methods, including how to:

- Feel confident to establish "safe spaces" for discussions and meetings with intercultural elements
- Unlock the power of empathetic language for more effective communication
- Learn basic facilitation for leading discussions, or sharpen your skills to get the best from difficult meetings
- Create welcoming environments where those of all beliefs and cultures can thrive
- Communicate the value of intercultural interaction to others

All our trainings:

Is tailored to the needs of the migrants group
Uses participative methods to engage and inspire
Provides ready-to-use tools and techniques
Is delivered by expert facilitators

Focus on: Interfaith training

We also work closely with migrant leaders, including with religious leaders, through interfaith trainings designed to empower community leaders in their role to promote the process of integration.

The programs are tailored to take into account migrant characteristics such as gender, age, duration of stay, and overall economic and societal trends in the receiving country.

| THEMES | COMPETENCES |
|--|--|
| <ul style="list-style-type: none"> • Different cultural forms and their constituent elements (such as nature, livelihoods, history, stories, religion, artistic experiences, family relationships, etc.). • Cultural diversity • Construction of an individual's cultural identity in different cultures; diversity, stratification and trans- formation of identities • Support for migrants own cultural identity and reflection on the effects of the integration process • Introduction to the customs, values and norms of French culture • Religions and freedom of religion in France • Open-minded approach towards cultural differences, global citizen's ethics as an opportunity to build the common good • Setting limits on cultural characteristics that are unacceptable in France • Awareness of and reflection on immaterial cultural differences (such as roles, hierarchies, parenting practices, concepts of honour and shame, limits of privacy) • Development of cultural interaction • Forming intercultural social relationships and networks; involvement, belonging in a group and community spirit | <ul style="list-style-type: none"> • recognise the special characteristics of their own culture and be able to analyse differences between their own and French culture and reasons for these differences; • be aware of the different stages of their own integration process and be able to examine their own situation based on this; • adopt an approving attitude towards existence of culturally different views and be capable of comparing different views critically; • be familiar with the customs, values and norms of French culture; • become interested in global citizen's ethics aiming to build a good shared life for all. |

For additional information and the complete description of our device please drop us a note : contact@b1-akt.com

Part 3. Some actions and experimentations

Migrant Integration Lab Device Achievements

50 LABS of "Migrant Entrepreneurship"

3 Migrant Media Labs

1 Migrant & Low Income Artists' Lab

**1 International Social media "Hybrid Identity»
Awareness campaign**

350 Migrant Participants

70 Sustainable Entrepreneurship projects

80 Successful Target job employments

7 countries

A large scale collaborative international Ecosystem

500 Mentors

8000 Volunteers

Supporting 2230 newcomers social Entrepreneurs

Our Forces

We drive change by Peer Circles

Peer circles are regular facilitated meetings in the community and with migrants' participation that leverage peer-to-peer expertise to foster shared learning, growth and collaboration. We are Enhancing skills It is important to recognize and correctly apply one's own abilities and potentials in order to get a foothold in society and in working life. Our programs support adults and juveniles with a migration background in developing their personal strengths and obtaining social, linguistic and professional skills.

We Connect

Our greatest strength is our members, a diverse community of passionate change-makers. We nurture a culture of collaboration that fosters strong relationships and opens possibilities.

We Create

As a platform for content delivery, we work with leaders across sectors to arm our members and public with the knowledge they need to sharpen their skills, build their capacity, and achieve their goals.

We Transform

We make strategic interventions in the most promising projects. We leverage our connections to mentors, investors, public sector decision-makers and thought leaders to help boost the very best.

We Develop

We develop Labs, strategies and concrete tools that help migrants better integrate into new communities:

- Capacity-building and training, language/cultural & civic training;
- Awareness-raising, media training and educational curriculum development; anti-xenophobia campaigns and intercultural/inter-faith training

Our Work

Provides nonprofits and social entrepreneurs, migrants, refugees with their best possible chances of creating real impact.

Sustainability

We envision a networked community of leaders actively working across sectors, frontiers, and disciplines to build a more just, sustainable, and prosperous world.

Team Expertise

- Experts on policy analysis, monitoring and evaluation of human security issues
- Specialization in gender analysis and humanitarian aid in insecure environments
- Programme planning, evaluation and assessment
- Familiarity with donor organizations, strategic planning, programming and project design work.

- Experience in training material development and training session delivery
- Capacity building
- International cooperation and sustainable development
- Consulting experience working with Uossm, Expertise France, GIZ, European Commission
- Experts in working in multidisciplinary project teams in Eastern Europe, Syria and USA
- Experts in local governance and capacity building at local levels
- Experience in community-based and community demand driven projects
- Ability to work and communicate in a multi-sector team and across cultural and gender
- Identifying, planning, implementing, monitoring and evaluating development projects and program in collaboration with local, national and international partners.
- Development of strategic areas and support communities to develop a sustainable livelihood, coherent micro finance system, food security, water sanitation, social cohesion and community based infrastructure projects to support communities affected by conflict, civil war, natural and man-made disasters
- Support participants to develop confidence and skills to maximize their livelihood.
- Support beneficiaries to undertake livelihood development opportunities and provide intensive personal support individually and in group settings.
- Work closely with stakeholders to empower environment them through identifying existing skills, strengths and abilities and develop resilience.
- Use the Sustainable Livelihoods approach to support and encourage beneficiaries to maximize their existing strengths and develop new skills.
- Coordinate training program to improve livelihood on behalf of needy communities including women and youth

The 7 Principles of our initiative:

1. Migrant communities have assets that should be mobilized and cultivated as part of the integration process;
2. Diversity is healthy for communities and the nation, and receiving communities are stakeholders in migrant integration; Migrants can play an important role in fueling growth industries, advancing technology, and revitalizing neighborhoods. They create new wealth and jobs.
3. The receiving community must be engaged through activities that provide opportunities for their members to have positive contact with immigrants and engage in joint projects of mutual interest, as well as activities that improve their organizations' capacity to provide cross-culturally competent services;
4. Migrants' basic knowledge of the host society's language, history, and institutions is indispensable to integration;
5. The practice of diverse cultures, languages, and religions must be safeguarded;
6. The participation of migrants in the democratic process and in the formulation of integration policies supports their integration; and
7. The socio-political context and history of the migrant group and the receiving community affects the integration process. Sustainable projects and integration

Strong culture of evaluation and monitoring

We have the culture of a strong evaluation data. In order to understand the effectiveness of our initiatives and their longer term impact on migrants it is vital for us to create and maintain a strong culture of accountability and evaluation. This is particularly important when innovative approaches like ours are being tried and tested. Evaluation should be complimented by monitoring and collection of data on the performance of migrants, using a longitudinal approach, and providing data by ethnicity, gender etc.

We stress out that even if our initiatives are promising, barriers and challenges are important and sometimes can prevent the effective linking of migrants to sustainable opportunities that match their skills and aspirations. Our exchange and mutual learning between local areas on mechanisms for overcoming such challenges can only be beneficial in the future to help improve overall integration outcomes, and maximize the benefits of immigration for local economies.

Definitions

Monitoring is the periodic oversight of the implementation of an activity which seeks to establish the extent to which input deliveries, work schedules, other required actions and targeted outputs are proceeding according to plan, so that timely action can be taken to correct deficiencies detected. "Monitoring" is also useful for the systematic checking on a condition or set of conditions, such as following the situation migrants.

Evaluation is a process which attempts to determine as systematically and objectively as possible the relevance, effectiveness, efficiency and impact of activities in the light of specified. It is a learning and action-oriented management tool and organizational process for improving both current activities and future planning, programming and decision-making.

Importance of Monitoring and Evaluation

To evaluate means "to ascertain the value or worth of," according to its Latin root. Knowing what difference programmes are making motivates workers and their supporters to renewed effort. Although evaluations may be retrospective, they are essentially forward looking with regard to their purpose.

Evaluation applies the lessons of experience to decisions about current and future programmes. Good evaluation presents alternatives for decision-makers to consider. Evaluation can be an excellent learning tool as well as a means to improve programme performance and demonstrate accountability.

The objectives of monitoring and evaluation of our Migrant Integration Lab are:

- to improve management of programmes, projects and supporting activities and to ensure
- optimum use of funds and other resources;
- to learn from experience so as to improve the relevance, methods and outcomes of cooperative programmes;
- to strengthen the capacity of co-operating government agencies, non-governmental organizations (NGOs) and local communities to monitor and evaluate;
- to provide information to enhance advocacy for policies, programmes and resources, that improve the condition of migrants

Evaluation and Timing:

We are addressing the following issues: relevance, effectiveness, efficiency, impact and sustainability.

Our method is focusing on:

Prospective appraisals, sometimes called ex ante evaluations, are carried out before a programme or project is started. An appraisal is the critical assessment of the relevance, feasibility (political, technical, financial and institutional), and socio-economic profitability of an activity before a decision is made to undertake that activity, or approve funding for it. Baseline surveys, field studies and situation analyses may provide elements of appraisal.

Ongoing evaluation is the analysis during the implementation phase of the continuing relevance, outputs, effectiveness and impact of an activity. It is closely linked to monitoring and is used to alert managers to problems so that corrective action can be taken. Informal observation usually plays an important role. Mid-term evaluations are also carried out during implementation. The results of either may lead to mid-course corrections. Retrospective evaluations, also called ex-post evaluations, analyse, relevance, effectiveness and impact after the completion of an activity. Lessons learned can be used as input for future planning and funding decisions.

Special studies and research

When evaluations are well planned, studies can be commissioned to contribute most effectively to the evaluation. Our project is based on action-oriented research, and special studies address specific programme or project issues. This way, they can contribute both to programme preparation through prospective analyses of needs, constraints, and opportunities and to evaluations by providing background data. Our steering team Monitoring

During programme and project planning, our team should ensure that each programme and project has specific objectives and time frames and that adequate provision is made for monitoring progress. The monitoring plan should specify who will collect what information, for what purpose, in what form, when and how it will be used, and ensure that it should strengthen existing monitoring systems. This way we will counter the tendency to collect too much data by carefully selecting a few indicators that focus on process and outputs.

Evaluation results are used to:

- improve organization and management
- improve planning
- assist decision-making
- assist policy-making
- indicate where action is needed
- improve monitoring
- indicate where technical assistance and training are needed
- indicate where further research is needed
- provide information for advocacy, social mobilization and fundraising
- update information on the condition of migrants

Our actions and experimentations

International, national, local Field work and needs assessment

Italy, Greece, Romania, Turkey, Germany, France and international benchmark on migration integration (Australia, China, Switzerland, USA)

FACTSHEET/ BI-AKT / 2016 / International Case study

Number 11

Migration Case Studies

This Factsheet outlines the causes and consequences of looks at migration in several parts of the world: In France, Romania, Moldova, Brussels, Turkey, Syrian Ground: Garianteep, Aleppo...

Terms and Definitions

| | |
|----------------------|---|
| Migration: | a movement of people from a source area to a receiving area. |
| Emigrants: | people who move from or out of an area. |
| Immigrants: | people who move into an area. |
| Refugees: | people who are forced to migrate owing to 'a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or opinion.' |
| Push factors: | those which encourage people to leave the source area. |
| Pull factors: | those that attract people to go to the receiving area. |

Classification of Migration

Migration can be classified according to three criteria:

Length of stay:

- **Temporary:** when the migrant **intends to return** to the source area at some time in the future.
- **Permanent:** when the migrant **intends to stay** in the receiving area.

Distance travelled:

- **Internal:** within the boundaries of a particular country.
- **International:** from one country to another; crossing a political frontier.

Reason for movement:

- **Forced:** when the migrant **has to leave** for racial, religious, political etc. reasons and would be at risk if they remained.
- **Voluntary:** when the migrant **chooses** to move, usually for economic reasons.

Classification of Migrants

- refugees, humanitarian entrants, family reunification cases, skilled migrants, marriage migrants, immigrants and temporary foreign workers & migrants

Case Study: Syrian Migrants

Since the violence in Syria began, hundreds of thousands of people have left their homes in Syria and fled to Jordan, Turkey, Lebanon, Iraq and Europe.

Over 516,000 refugees are now registered or awaiting registration, and over a hundred thousand more believed to be living unregistered in Jordan alone.

A critical situation

Jordan is now hosting almost 150,000 refugees, some living in camps along the border, and the majority living in rented accommodation in host communities. As we witness the beginnings of a protracted crisis in Syria, the needs of those affected are growing ever more critical. A great majority will attempt to gain Europe: Italy, France and England.

Europe

Mohamed Al Kahwa left Syria to escape the bloody civil war one year ago. He has since travelled through Jordan, Egypt, Greece, Serbia, Montenegro and Italy, before arriving in France.

The young refugee says he walked for two months straight until he reached the northern port of Calais. But his final destination lies on the other side of the English Channel, in London. He swears "he will get there, or die trying".



Identification of main barriers for Migrants:

- Lack of socio-cultural knowledge and understanding
- Competencies required may be different from those required in home country.
- Lack of funding and/or subsidies to access education and training locally.
- Lack of local referees and lack of local work experience to prove competencies.
- Lack of knowledge about the value and relevance of qualifications and experience gained in other Countries
- Lack of knowledge of local labor markets
- Concentration of some migrants' ethnic enclaves.
- Lack of familiarity with local social networks
- Migrants who come as refugees may have particular problems with overcoming trauma.
- The children of migrants may experience disaffection if their parents did not succeed in the way they had expected.
- Migrants often become concentrated in the informal economy where they have entered the country illegally

Focus on France, Seine-Saint-Denis Territory



Recueil des besoins du territoire pour la Préfète Déléguée pour l'Égalité des Chances. Etude sur la mise en œuvre du dispositif d'intégration des migrants primo-arrivants, minorités ethniques et ré-inclusion sociale et économique.

PREFECTURE
DE LA
SEINE-SAINT-DENIS

Needs assessment and Stakeholders identification

Special case: Social Integration of Ethnic Minorities and their Full Participation in the Labour Market – Barriers

We have identified good practice in public policies and in business strategies which can help to overcome these barriers.

As there is no universally accepted definition of "ethnic minority" we took a pragmatic approach: It focused on the overlap between belonging to an ethnic minority and facing social disadvantage. Ethnic minority was understood in the most inclusive sense and comprises recent immigrants as well as established ethnic minorities, national minorities, Roma and stateless persons.

The heterogeneity of the term 'ethnic minorities' have been acknowledged just like the heterogeneity of the problems and outcomes individuals belonging to the target group face in different countries.

The biggest ethnic minority in the EU is the Roma, but estimations about their size vary widely between 8 and 16 million persons. Moreover, there are some 22 million 3rd country nationals living in the EU (some as long-term residents).

Main barriers which prevent members of ethnic minorities from fully participating in the labour market vs migrants:

- lack of education and training
- lack of language skills
- lack of recognition of skills and qualifications
- lack of access to professions
- lack of access to citizenship
- lack of integration policies
- stereotypes, prejudices and negative attitudes
- lack of mobility and concentration in certain areas
- industrial change
- disincentives through welfare systems
- discrimination
- lack of information
- labour market competition
- undeclared work & racism

These barriers are relevant for all ethnic minorities. In the case of their accumulation they are mutually reinforcing and lead to virtually total exclusion from the labor market. Some of these barriers e.g. the lack of education, stereotypes, and disincentives through welfare systems – have a tendency to become higher from generation to generation; we assert that discrimination is the single most important barrier (over 50% followed by language barriers and educational deficits).

Similarities can be drawn up between the barriers and possible solutions for immigrants and for ethnic minorities of non-immigrant background and also in comparison to the problems of socially disadvantaged members of the majority.



Roms by Walter BantzThe situation of the Roma

Discussed under the chapter on barriers, the situation of the Roma is highlighted as being comparable with the position of other ethnic minorities but at the same time running a much higher risk of being excluded.

- The issues identified to particularly concern the Roma community are the following:
- to an even greater extent than other minorities, the Roma are unskilled or poorly qualified
- the stereotypes are even more entrenched and more negative than with other minorities
- direct but also indirect discrimination is facilitated by the fact that the Roma
- are visibly different from the majority population in many European countries where there are otherwise few people from 'visible minorities'
- most countries where large Romani populations live – those of new Member States, but also Southern Europe – non-discrimination policies are weak and do not have a long tradition
- Multiple discrimination is a common experience affecting Roma women but also middle-aged Roma workers

Main issues that we can solve:

- Access to citizenship/civic competencies and entrepreneurship skills
- Non-discrimination legislation and policies: best practice as regards concepts and the application of non-discrimination law
- Fight against racism and xenophobia
- Education, training, development and recognition of skills and qualifications: integration courses with language training are preconditions for successful integration.
- Access to employment and self-employment
- Labour market integration and the removal of barriers
- Access to self-employment
- Social inclusion and fight against poverty: In the context of the last cycle of national strategies Germany, Netherlands, and Denmark focus on the specific needs of ethnic minority women, while Hungary, Bulgaria, Romania and the Czech Republic put a special focus on education and living conditions.



The Refugee Crisis and Social Media - Finding New Solutions Using the Power of Data

The Social Media Awareness campaign in pictures



Photos LLG LOC



Photos LLG LOC

For more visit our website:

<http://migrantintegrationlab.strikingly.com/>

The Migrant Media Lab – Local Media involvement



The Media Lab project aims **to strengthen the capacity of migrant and artist voices by building practical media skills and supporting migrants' and artist' participation in the public debate.**

By implementing this type of Labs we are building improved social cohesion and wider solidarity so that people work together towards a shared future. We are cultivating a thriving ecosystem for social innovation and creating sustainable communities in France.

This ecosystem, its members and the collective whole, creates more sustainable, equitable, and inclusive communities. We decided to create an intercultural dialogue and comprehension between the receiving communities and migrants. **We break down negative stereotypes and improve public perception of migrants and ethnic minorities as Roma community and the phenomenon of migration in France, Italy and Romania by creating strong and long-lasting basis for interaction and dialogue between migrants and members of receiving communities.**

Since a large part of the project will take place in 2017, the European Year of Citizenship, the project seeks to bring attention to the wider definition of citizen, meaning a person who is linked to a country by rights, but also by responsibility to the society. The most effective way to fight xenophobic attitudes towards migrants is by providing members of the public with concrete facts and tangible personal links with migrants, a fact mentioned in the 7th Common Basic Principle for Integration Policy of EU.

The project will provide training sessions in using social media, producing videos, writing articles and blog posts, as well as conducting interviews and practicing interview skills.

The Migrants Media Lab project will also run regular, one-on-one and small group mentoring sessions (6 migrants and artists) led by volunteer **journalists and media experts**. **The migrants and artists will have an opportunity to further develop their skills leading to the production of media outputs.**

As part of the Migrants Media Lab project, we also organize discussions on current policy developments and further opportunities for public engagement, to ensure that our media work always ties into the wider context of the migration debate in France.

Migrant Art Lab: Culture without boundaries

Shaping the Cultural Future of Europe - Migrant Art Lab



More information on:

<https://www.youtube.com/watch?v=ZeCW0TkbCFw&feature=youtu.be>

UK and French Institute Cooperation



The Migrant Art Lab is dedicated to bringing diverse forms of artistic expression by migrants and artists into the

public domain.

Through collaborative, cross-cultural projects using the universally comprehensible medium of art, we aim to strengthen and enrich the co-creation of human communities and foster long-term organic integration. Our Lab aims to facilitate the inclusion of artistic expression of migrants (new and old) into wider society and the public space. Furthermore, through these happenings and intra-actions, we aim to co-create new approaches to migration and embracing difference in society. Integration is a concept that has become a buzzword, and its meaning is interpreted in many different ways.

Migrants and Artists Art Lab understands integration as a dynamic process involving two or more parties that work together to make a cohesive, balanced and harmonious whole. We believe that if we are to contribute to making human communities successful and sustainable while organically embracing diversity, our activities must involve:

- Cross-Cultural Collaboration/Cross-Cultural Collaborative networking
- Use of Public Space
- Inclusion and Acceptance

The 2 Labs Results

| | |
|--|---|
| <ul style="list-style-type: none">• Practical media skills capacity building for migrants and low income artists• Help refugees and migrants socialize, fostering respect and understanding for diversity, intercultural and civic competencies, democratic values and citizenship.• Give citizens the opportunity to discover, learn from and understand the values and cultures of refugees and migrants and - in the process rediscover and enrich their own.• Empower migrants and artists by building confidence, skills, access to opportunities and developing their networks with others and diaspora.• Enable others in the wider community to recognize the contributions which migrants and artists bring.• Help provide a relational basis for resolving any difficulties and conflicts that may arise in the process of integration.• Help to build a cohesive society that benefits everybody. | <ul style="list-style-type: none">• Increasing the understanding and acceptance of migration through awareness-raising, exhibitions, intercultural events, intercultural dialogue• Promoting trust and good relations within neighbourhoods, e.g. through welcoming initiatives, mentoring, etc.• Creating additional ways of recognizing newcomers' qualifications, training and/or professional experience, building upon existing laws• Promoting employment for migrant women and unemployed artists• Supporting migrant and cultural entrepreneurship• Promoting the use of common spaces and activities in which artists, migrants interact with the population• Developing constructive intercultural dialogue and thoughtful public discourse• Promoting inter- and intra-faith dialogue |
|--|---|

| | |
|--|---|
| <ul style="list-style-type: none"> • Promote Gender Equality • Support the co-creation of cultural and audiovisual works • We promote intercultural dialogue between migrants and receiving communities • Strengthening the ability of the host society to adjust to diversity by targeting integration actions at the host population | <ul style="list-style-type: none"> • Encouraging dialogue and sharing experience and good practice between migrant groups and generations • Promoting a balanced gender representation, through awareness raising, information campaigns and capacity-building • Building migrants' platform as sources of advice to newcomers, and including their representatives in introduction programs as trainers and role models |
|--|---|

CASE STUDY// Dezavidart kids

"INTEGRATION THROUGH ARTS"

Iragi Zabona Dezaira an **activist refugee** Artist & Journalist from Congo and the founder of the Dezavidart Innovation (Dezaira Bin Zabona Art and Videography)foundation. He opened up a **free school for children** called Dezavidart kids to **help children** with problems to be enrolled in Uganda education due to **language barriers** and **financial issues**. He is a global artist : " I love drowning with acrylic and make sculpture with mastic" says Dezaira . In addition to paintings, Dezaira also enjoys expressing himself through hip hop, video art, and poetry.

From Uganda with love –An article of Iragi Zabona Dezaira

« Refugee is just a name and together we can overcome the challenges with our brothers and sisters with that status especially , negative challenges that they are facing in everyday life. This not means by give them a million of euros, but giving them access on how to make their lives sustainable. All over the world refugees are hustling hard to get access on education and finance protection which still impossible and those who benefit from the few organisations like Migrants Integration Lab - Sustainable Solutions are are not many ...

From the refugees that I managed to talk with coming from different areas around the globe, and yet it's very difficult for us to believe in them because we only think about ourselves and I'm saying this due the experience. Since a refugee is not allowed to get a finance loan and be considered as equal citizen, people are not considering him as a human being who can have access to other services similar to rightfull citizens. If I would be intitled to write an article about this situation and start with introducing myself as Iragi Zabona a Refugee from Uganda, few will read it. But still, Migrant Integration Lab gave me a chance to express my feelings and write upon it. Thank you with much love, Iragi. »



CASE STUDY// Mosaic We share Life – Khaled Kaka

« The first thought that I had When I first arrived in Paris, is to experience the French culture, by meeting people and make a network of strong relationships, be part of the society,

I was excited when they told me there are more than 100 nationalities that are living in Paris. I could see life from more than 100 different points of view. For me, it was so beautiful and powerful feeling. However, as a refugee (Newcomer), it was not easy to meet the society, as I don't speak the language, in the same time there is no effective project/solutions provided to help me to integrate.

I believe that the reason why, is because of the lack of opportunities that facilitate the integration process, and there are no long-term programs from the government or any social organizations that fit my needs as refugee. I notice a challenge that I need to solve, a social issue that not just affect me, but also the society.



Thanks to some friends I followed an incubation programme as to become an entrepreneur. I understand now the cultural « richesse » and the huge resources that France has. After this programme I realized that I can act on this social issue and build a sustainable future; a better and safe society where we can all live in harmony.

I decided to build a social project that believes in the power of bringing different people together. Driven of my passion, I started a social project that aims to connect people from all nationalities through creative multicultural workshops and empower them to share their skills together in order to build activities and events around social issues.

For the longer term, I am planning to have a physical place where locals and newcomers work together on common social, find solutions and make it sustainable and why not by making it a business structure and creating new job opportunities.

For me, Refugees or newcomers are a workforce that I call " The Mobile Nations " that moved from their natural place to another for many reasons such as (climate change, conflicts, economic issues etc).

To achieve a successful integration, the European governments and the European Union and private sector such as Banks and institutions, they should support the projects that are built jointly by the local in partnership with refugees and stop supporting the one side solution that is built by only the citizens of the country when they don't really know what newcomers needs, skills, and mindset.

This may stop the waste of inefficient financial support and may unlock the real potential of the newcomers and create an opportunity for economic grow. Then and only then, programs may help refugees to be an actual part of the society special Thank you to my mentor Laura Petrache » Khaled.

Cooperation, partnership and experimentation

Migrant Entrepreneurs innovation – Place Lab

Meanwhile...B1-akt Migrant Integration Lab Mentors – Laura Petrache & Yannick Le Guern – meeting and coaching Migrant Entrepreneurs within Wow Labs - 2017-03-26 Paris le 104

Migrant Integration Lab -Wow
Labs [#SustainableCommunities](#) [#Entrepreneurship](#) [#ProjectBearers](#) [#SocialInnovation](#) [#Giving](#)
space to innovation



The 40+ project: Game Changers

And Beyond? The 40+ project Greece –France-UK cooperation (B1-AKT //CSR-Beyond) 2017-03-14 / 2019

Global Goals; Tackle social, age, gender stereotypes and inequality, promote career change to 40+ age group.

Develop:

- A European platform/one stop shop and life-long educational tool in order to provide online and offline training, coaching and mentoring to “young” in the field social entrepreneurs or career changers
- An incubator and accelerator on Sustainable Development Pillars and Social Entrepreneurship
- Exchange know- how of Soc Ents, initiatives, projects, corporations, public sector
- Promote cross generation exchange of know- how, while also calling for refugees
- of the 40+/50+group who wish to acquire new skills
- Map out services already available, as well as skills and needs for 40+ Start uppers or in career re-definition process , in order to identify gaps and best practice in service delivery on Social Entrepreneurship and Sustainable Development Goals 4 pillars
- Career-Changers the next intrapreneurs
- Design the content of the platform which will provide holistic services, such as online and offline training, boot camps, coaching and mentoring and educational tools and courses
- Identify market potential and connections to labor market, impact investors and big corporations CSR
- Piloting, prototype, review, refine concept and roll out
- Overall duration 18 months from launching event to end of piloting-prototype



The 40+ project is based on the shared values of the partners involved

- Answers a social need and creates value
- Provides expertise
- Provides hands-on support to grantees to support their growth with additional resources and skills
- We leverage our team’s diverse backgrounds, skills, and technical expertise
- Wide-reaching network, to support the evolving challenges and opportunities of each project
- Developing social entrepreneurship is a smart response to the economic crisis
- Creates jobs and wealth
- Enhances social cohesion and community development
- Creates and develops SMEs
- Fosters innovative social transformation through life-long education, research, and collaboration
- Allows entrepreneurs to evaluate and gather evidence to support their business and impact models



Project leaders:

Strategic advisors : Yannick Le Guern, Laura Petrache

40+ project Development and Sustainability: Alex Panayotou

Career Counselors: Maria Pafioli / Science and Innovation: Lida Kouritas-Papadopoulos

With the support of: **The European parliament’s Representation Office to Greece / The European Commission’s Representation Office to Greece / American Hellenic Chamber of Commerce / Hellenic Start up Association / Impact Hub / Startupper.gr**

Today ? Migrant Entrepreneurship

MENT PROJECT with Make Sense and B1-AKT - Migrant entrepreneurship supported by mentors

The project aims at facilitating and strengthening migrant entrepreneurship through light incubation cycles supported by mentors in five EU countries. As recognised by evidence at international level, migrant entrepreneurship can be a powerful trigger for economic development and social integration at local, national and EU level. At the same time, even if migrants are as an average more likely to start businesses than their native-born peers, the difficulties they meet are huge and multifaceted; moreover, national contexts can provide very different environments for new entrepreneurship. Tailored, expert and context specific support does therefore respond to a deeply felt need, as well as to priority 2 of the AMIF Call for Proposal, in line with the objectives of the European Agenda for Migration (2015): the project will implement concrete initiatives aimed at facilitating the access to work of migrants and will contribute to value the role migrant entrepreneurs can play to foster integration.



The image shows a promotional poster for the MEnt project. On the left, a blue vertical banner features the MEnt logo and the text 'Migrant Entrepreneurs team-up with mentors'. Below this, it says 'J-6 POUR POSTULER AU PROGRAMME D'ACCOMPAGNEMENT MEnt FRANCE'. To the right of the banner is a white box with a colorful starburst graphic. Inside this box, it asks 'Vous avez un projet de créer votre startup, association, commerce?' and 'Vous êtes réfugié ou migrant, résident en France ?'. It then says 'Découvrez comment MEnt peut vous accompagner vers la réussite !' and provides the website 'Postulez en ligne sur www.mentproject.eu/apply/'. At the bottom of the poster, there is a row of logos for various partner organizations including Action Emploi Réfugiés, kodiko, SIMPION.CO, and others.

The project activities will be the design, implementation, test and evaluation of two cycles of light incubation (concentrated in time and specifically focused on the validation of business ideas) for entrepreneurial projects proposed by migrants, supported by tutors and mentors in five EU countries, and the subsequent dissemination and mainstreaming. Each project will undergo a complete cycle of selection and incubation, based on an adapted version of the business model canvas: in each step business ideas will be challenged, revised, strengthened up to the final step of market access. The relationship with mentors is the core of the project, because the potential for improving new and emerging business ideas through the interaction with people expert and experienced in the given business sector and national context has proven very high in many incubation

projects in the EU and elsewhere. Mentors will be thus guiding new entrepreneurs, while at the same time strengthening their own networks.

The expected project results are: a call for ideas and call for people, with the object of attracting migrants aiming at developing a business or to join a team of entrepreneurs; Short Training Sessions, including project presentations, tutoring, traditional training; light incubation programmes, including a series of on line and off line interactions, especially focused on mentors' matching events; pitching sessions in front of relevant stakeholders, potential partners and credit operators. The final outcome will be around fifty sound business ideas ready to market (five per cycle per country).

The beneficiaries of the project will be migrants aiming to start a business, migrants and natives who will find employment opportunities in such businesses, a network of expert mentors who will at the same time provide knowledge and guidance, but also strengthen their networks in a multi-cultural business environment, policy makers at different levels who will be engaged in the discussion of the results of crossnational experimentation.



Focus on Migrant projects:

Projects of MEnt entrepreneurs :

1. Khaled - Mosaic

MOSAIC is a social business aiming to build a diverse community (artists, cooks, change-makers, craftsmen, etc...) to promote people's skills, projects and talents, and make them more independent and secure.

2. Ghaees - Kaoukab

Kaoukab is a web platform that offers a solution to get rid quickly and free of one's cumbersome. Kaoukab is also a solid solution for collectors of waste and bulky items.



3. Nour - Comprendre pour Apprendre (CPA)

CPA is a platform in several languages which allows the refugees and the asylum seekers to find a French course which answers their needs thanks to filters of Geo-localization, of age, legal status or type of needed training.

4. Leen - Agence touristique innovante

The project consists in developing an innovative travel agency around the discovery of the city by its architecture. It is developing a network of professional architects by means of using the Virtual reality in order to transport the visitors, tourists through several ages and time.

5. Yasin - Réseau des Exilés en France (REF)

REF est une plateforme qui informe les nouveaux arrivants et migrants notamment sur la procédure de demande d'asile, les cours des français, les formations et les services juridiques. Nous organisons aussi des événements sportifs, de la mise en relation avec des citoyens pour faire du coaching social, et d'autres divertissements avec des citoyens bénévoles.

6. Bilal - App Game touristes

Le projet consiste à utiliser l'amour et l'obsession des touristes et des français pour prendre des photos dans les lieux touristiques à Paris et à les utiliser dans un jeu-application basé sur la fusionner le monde réel et le monde virtuel.

7. Rohullah - New Start

L'association NewStart met en place des formations et des ateliers pour éduquer les nouveaux arrivants en France à la culture locale, les codes civiques et la découverte de la psychologie, dans leur langue maternelle.

8. Emad - Chef Emad

Chef Emad ouvre son Foodtruck pour faire découvrir et partager la culture et la cuisine syrienne. A travers une cuisine raffinée, saine et bio, chaque plat fait découvrir une histoire et fait voyager.

9. Dadou - Refuhelp

Refuhelp met en place une web application multilingue qui fournit des informations synthétiques, essentielles et vitales aux migrants arrivés en France, grâce à une technologie innovante qui réduit les contraintes d'utilisation et accessible quel que soit le niveau d'alphabétisation et/ou de connaissances numériques.



Khaled



Ghaees



Nour



Leen



Yasin



Bilal



Rohullah



Emad



Dadoun

Mentorship and team work



Focus on Mosaic Project – Khaled Kaka

MOSAIC is social business aiming to build diverse community coming from all background, as Khaled puts it “so it doesn't matter who you are or from where you come from you are welcome in MOSAIC”.

“Our mission is to build an incubator for the skills in our community who can produce products in a sustainable manner and strong impact.

The second of the project consists into : “organize events to meet and share and make strong and lasting relationships between different communities/ nationalities and the newcomers in the French society.”



The safe place **MOSAIC**

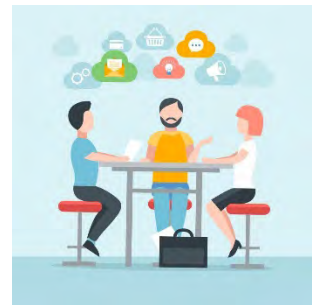


“The safe place” is the nomination that Khaled decided for the incubator. This structure will permit people from all horizons to build their ability, as to realize products in a sustainable manner, by means of creativity & collaborative process.

The producers will be are a mix of artists, craftsmen, cooks, photographers, who we will carefully choose based on a strict professional basis.

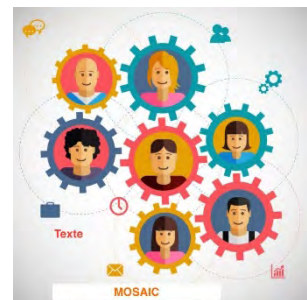
Khaled wants the SAFE PLACE to be “the only physical place in France that will incubate an activate human force that mixes different types of physical products

working interactively” in this given space “all the existing professionals will help each other collectively. Within this space we are going to develop their life experiences as to produce products, in short amount of time and in a professional manner”.



“Building a special culture for this professions to be more creative and productive through activities together and share ideas, solutions and help each other in any challenge they face is our goal.” says Khaled.

We aim to “to facilitate dealing with each other in the work and the space, **accurately and clearly**”; organize events as to test or market their products for public, like potential customers, or private sector such as investors” adds Khaled.



Cooperation & partnership beyond borders

Refugee Foundation – Serbia & Sustainable Youth Education

Refugees Foundation was founded by two young people to make the world a better place. Starting with only a pen and a piece of paper we created a Daily Center for refugees in Belgrade in September 2016 and it was running until March 2017. The main goal of the Center was to provide informal education and we managed to prepare first 20 refugee kids to start formal schooling in Zemun, Belgrade.

Who are they?

Members of Refugees Foundation are students and graduates of social sciences from Serbia. Many of them have been involved in working with refugees for at least 18 months.



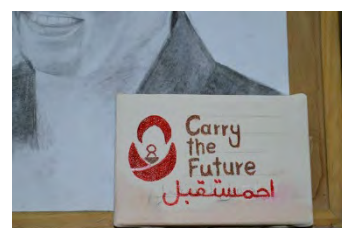
Activities: Focus on projects



Work on the refugee camp in Pirot: April 2017, where currently 200 refugees live. This camp is a reception center and it is constituted out of families. Hence, there are 100 minors.

Providing child friendly space and informal education activities 5 days per week, teaching English, Serbian, computer literacy, mathematics, geography, doing creative workshops, arts and crafts, playing games, playing cartoons, doing sports etc. As well, English and IT classes with adults. Soon, intercultural organized events will involve local kids meeting refugee kids.

Supporting kids who enrolled in formal education in Belgrade; Volunteers are escorting kids from camps to schools and back, and giving classes there. They teach Serbian, English, Mathematics, Geography, History, Biology etc. During the summer holidays volunteers are performing classes in the office in Belgrade two times per week for school age children from Krnjaca asylum center. **Distributing diapers** to the reception and asylum centers in Serbia in partnership with "Carry the Future".





Cooperation & partnership beyond borders

Inclusiveness & Roma Minority Children Skills – Romania

From 10 to 28 July 2017, in cooperation with the town hall of the municipality Târlungeni (Braşov) and Ana Dumitrescu (the event coordinator and organizer on the spot), were organized several cultural and educational activities with 17 disadvantaged children (2 Romanians and 15 Roma).

The children were introduced to poetry with the actor Radu Solcanu (President of the Teatrul 7 Association, which promotes acting art), learned a Gypsy dance and created a pantomime with the teacher Anca Mezei. They also learned a song in with teachers Melinda Ambrus and Roxana von Kraus.

The activities were completed by a day of craftsmanship led by Hungarian artisans from the region. Throughout the whole period the children had lunch together. The means of transport and the premises were made available by the mayor (Mayor Severius Beşchea). The three-week event culminated with a performance in front of the Mayor, councillors and community members. These three weeks have been a time of relaxation and fun, but also a way to learn and cultivate. All children (14-15 years) expressed a desire to participate again in such activities.



Part 4: Other Relevant Information

Glossary of key Terms

The terms below are described solely for purposes of this report, and not to provide a technical or legal definition for any other context (including for programs and initiatives described in the report).

- **Civic Integration:** When all community members belong, are secure in their rights and responsibilities, exercise their liberties, and share ownership in the community and our nation's future.
- **Dual-Language Education:** Also called two-way immersion or two-way bilingual immersion, it enhances the linguistic, cognitive, and cross-cultural skills
- **Economic Integration:** When both employers and immigrant workers understand their workplace rights and responsibilities, and workers have the resources to excel, embark on career pathways, and obtain economic self-sufficiency.
- **French Learners :** Individuals who do not speak French as their primary language and who have a limited ability to read, speak, write, or understand French
- **Foreign-Born:** Foreign-born refers to people who are not French citizens at birth.
- **Immigrants:** Foreign-born persons who obtain lawful permanent resident status in France
- **Linguistic Integration:** When French learners have access to effective French language instruction to support their acquisition of French language skills while also valuing and recognizing the importance of maintaining native language proficiency to preserve culture and intergenerational communication and expand economic opportunities.
- **New French people:** An all-encompassing term that includes foreign-born individuals (and their children and families) who seek to become fully integrated into their new community in France
- **Receiving Community:** Any community, including a city, country, or state, where new French people have made their homes. It includes longer-term residents, but also local governments, business leaders, educational institutions, faith communities, and others with a stake in building strong, united, and welcoming communities.
- **Welcoming Community:** A community that strives to strengthen meaningful contact between immigrants and refugees and native-born residents, ensures inclusiveness, provides opportunity, and creates an overall positive environment for all.

French Résumé

Migrant Integration Lab : un dispositif national et européen

MIGRANT INTEGRATION LAB

"A sustainable solution to a world-wide crisis"

Résumé :

Le but de ce rapport est de servir de guide aux gouvernements, acteurs et facilitateurs nationaux et internationaux d'intégration, policy makers, afin de transformer une crise en avantage sociétal, économique, culturel et de développement pérenne.

Ce rapport est basé sur

- La description d'un dispositif global d'intégration des migrants*, rapide et pérenne créé par B1-AKT
- des expérimentations pratiques d'intégration dans 7 pays,
- un retour d'expérience et un benchmark international afin d'extraire des bonnes pratiques d'intégration.

Le Migrant Integration Lab permet de :

1. **développer de manière pérenne l'intégration économique des nouveaux arrivants en fonction des besoins des territoires et de favoriser leur inclusion sociale.**
 - Rendre les migrants autonomes et faciliter leur intégration par l'acquisitions ou le développement de compétences.
 - Renforcer les capacités d'action des migrants au sein d'un laboratoire de formations-accompagnements.
 - Développer l'insertion professionnelle et l'élaboration de projets entrepreneuriaux ou de subsistance.
 - Créer du dialogue, des rencontres et de la compréhension mutuelle entre migrants et population nationale.
2. **professionnaliser les acteurs de l'intégration, développer et utiliser des outils efficaces d'accompagnement à l'intégration, et favoriser le développement économique territorial et national.**
3. **développer une mise en réseau et des échanges de bonnes pratiques au niveau local et européen**

Principaux bénéficiaires

- **Personnes étrangères primo-arrivantes.** Les participants aux programmes de formation des migrants inclut les réfugiés politiques ou humanitaires, les cas de regroupement familiaux, les migrants avec ou sans compétences, les conjoints des migrants, les immigrants et travailleurs étrangers temporaires ;
- **Les minorités ethniques (Roms) et communautés.**
- Les chômeurs (cas spécifiques),
- **Les groupes désavantagés et vulnérables,** les personnes de 2^{nde}, 3^{eme} ou 4^{eme} génération issues de l'immigration ;
- **Les acteurs et facilitateurs de l'intégration,** institutions, associations et travailleurs sociaux.

Résultats concrets et compétences acquises par les migrants

- **Compétences linguistiques, pensée socio-linguistique et culturelle** : Atteinte du niveau B1
- **Compétences civiques, citoyennes et interculturelles** : intégration des valeurs démocratiques et républicaines, participation à la vie citoyenne /
- **Intégration économique** : renforcement de compétences et employabilité / Accès aux ressources et opportunités de travail / transformation des compétences en projet professionnel (Asset building) ou entrepreneurial / carrière professionnelle et démarchage / Communication, présentation de projet et posture professionnelle /
- **Inclusion pérenne** et dialogue entre les migrants et la population nationale

Le processus permet ainsi le développement de l'autonomie linguistique, des aptitudes à créer des liens sociaux et professionnels pour accéder au marché du travail, à l'autonomie économique, et à l'intégration sociale en exerçant leurs droits et devoirs.

Résultats pour la société

- **Intégration civique, socio-culturelle et économique rapide et pérenne** des migrants
- Assimilation des valeurs républicaines et citoyennes, égalité entre les sexes, laïcité,
- **Réduction des coûts** économiques et politiques pour les territoires et gouvernement et apaisement des tensions inter-communautaires.
- **Développement socio-économique territorial et national**,
 - Identification et renforcement de **compétences**,
 - **Développement de projets** professionnels, livelihood projects et micro-projets,
 - actions spécifiques en direction des **femmes immigrées** ayant pour objectif l'autonomie économique et la création du lien social,
 - **Intégration dans l'économie territoriale** et l'entrepreneuriat d'insertion, d'utilité sociale et de solidarité,
- **Transformation sociale**, dialogue interculturel et interconfessionnel, développement communautaire, coexistence harmonieuse entre migrants et communauté d'accueil, processus bidirectionnel,
- **Professionnalisation des acteurs de l'intégration et mise en réseau, des outils et d'une pédagogie efficiente**
- **Un écosystème** de pilotage des actions d'intégration des migrants,
 - **Formation des acteurs** de l'intégration,
 - Un **processus d'intégration** efficace et innovant.
 - Des **projets pérennes** et l'intégration des migrants
 - Compréhension accrue des phénomènes de migrations et **mobilités**
 - Construction d'une **identité nationale et européenne "hybride"** agile et agissante d'enrichissement mutuel

Le dispositif d'intégration développe et met également en œuvre :

Soutien et accompagnement des parcours d'apprentissage de la langue française ; Connaissance et promotion des valeurs de la société d'accueil ; Intégration économique professionnelle et promotion de la diversité ; accompagnement de publics spécifiques (femmes, jeunes, réfugiés, minorités ethniques) ; Intégration des femmes immigrées et lutte contre les violences spécifiques à leur encontre ; Valorisation de la mémoire et de l'histoire de l'immigration ; Diffusion de ressources et production d'ingénierie pour l'intégration.

Pour le rapport global, nous contacter sur contact@b1-akt.com

Contexte et Besoin

Besoin et nécessité de former et coordonner les acteurs et facilitateurs de l'intégration, pour créer une Intégration pérenne bénéfique aux migrants, à la société et, au développement économique.

Le « **Sustain Ability Lab** » répond aux objectifs gouvernementaux d'engagement en matière de formation professionnelle pour accès à l'emploi, adaptées aux filières en tension dans les différentes régions.

Objectif et actions :

Professionalisation des acteurs de l'intégration. Training par « **Sustain Ability Lab** », **pour former les acteurs et facilitateurs de l'intégration** : associations, institutions, travailleurs sociaux, **à l'accompagnement des migrants en matière d'intégration entrepreneuriale et économique pérenne.**

Methodologie:

| | |
|--|---|
| Chaque lab est conçu comme suit : | Thématiques abordées : |
| <ul style="list-style-type: none">• Disruption / Créativité / Incremental Innovation• Etat de l'art / Méthodes et outils• Echanges de bonnes pratiques / Interactivité / intelligence collective• Plan d'action personnel / Lessons Learned | <ul style="list-style-type: none">• Enjeux de l'intégration, Ecosystème et parties prenantes• Aspects interculturels et Etudes de cas• Impact, missions et efficience de chaque acteur : Reach Social & Economic impact• Dispositif et méthodologie d'accompagnement : Good practices & methodology• Spécificités du training et de l'accompagnement entrepreneurial et économique• Identification, renforcement ou développement de compétences : Sustain-Ability issues• S'inscrire dans l'écosystème et les projets économiques et de développement locaux : Sustainable Communities |

Impacts / Apports :

| Apports pour les acteurs et facilitateurs de l'intégration | Apports pour l'Etat et les territoires : | Apports pour les migrants : |
|--|--|--|
| <ul style="list-style-type: none">• Acquisition de méthodes efficaces en matière d'intégration et d'accompagnement des migrants• Echanges de bonnes pratiques / Mise en réseau / Ecosystèmes• Coordination des actions et efficience / | <ul style="list-style-type: none">• Stratégies pérennes d'intégration et développement économique ancré dans les besoins et projets de territoires• Revitalisation des territoires• Réponse aux filières en tension• Efficience de la dépense publique• Amélioration des dispositifs de formation professionnels locaux. | <ul style="list-style-type: none">• Intégration économique et pérenne• Renforcer les compétences individuelles• Favoriser l'émergence de projets |

Les réfugiés seront les entrepreneurs de demain

Article paru sur Widoobiz : <https://www.widoobiz.com/entrepreneurs-startups/les-refugies-seront-les-entrepreneurs-de-demain/75855>

Si les USA et une bonne partie de l'Europe ont décidé de prendre le virage protectionniste, certains travaillent pour faire en sorte que les réfugiés soient mieux accueillis. Yannick Le Guern est l'un d'entre eux.

24 heures après l'élection de Donald Trump, Widoobiz a rencontré Yannick Le Guern et Laura Petrache, dirigeants de la société **B1-AKT** / Leading Sustainable Strategies & Communication. Ils sont les créateurs du Premier laboratoire européen d'intégration des migrants, réfugiés et minorités ethniques, le « Migrant Integration Lab ».

Widoobiz : Les Britanniques sortent de l'Europe. Donald Trump est élu sur un programme de fermeture des frontières. Le reste de l'Europe semble suivre cette voie. Et vous, vous souhaitez accueillir les réfugiés pour en faire des entrepreneurs. Vous pensez être entendu ?

Yannick Le Guern : Nous sommes entendus, car les réfugiés sont là. Ce n'est pas une question de souhaiter, ou pas, les accueillir. Les politiques ont de toute façon intérêt à mettre en œuvre des solutions pérennes d'intégration des migrants pour résoudre la crise actuelle et apaiser les tensions.

W : En quoi consiste votre Lab d'intégration des migrants ?

YLG : Pour faire simple, nous travaillons sur 3 axes. D'abord, nous intégrons les migrants d'un point de vue linguistique, civique et citoyen, entrepreneurial et économique par un processus de 3 mois. Puis, nous les accompagnons sur des projets pendant 18 mois. Ensuite, nous formons et professionnalisons les acteurs et parties prenantes de l'intégration. Enfin, nous pilotons l'écosystème d'intégration et mettons en réseau les bonnes pratiques et les acteurs au niveau européen avec des outils et plateformes.

W : Est-ce que vous visez un type de réfugiés en particulier ?

Oui. Les jeunes et les femmes. Ils sont capables de s'intégrer et de comprendre beaucoup plus vite notre culture. Ils ont des idées, des envies, une volonté, et sont très sérieux et à l'écoute des conseils qu'on leur donne pour développer leurs projets.

W : Pourquoi a-t-on intérêt à les accueillir pour en faire des entrepreneurs ?

YLG : Les migrants peuvent être une véritable opportunité économique pour notre pays et nos territoires. Il y a notamment beaucoup de jeunes, d'autres cultures, et avec une volonté farouche de s'en sortir. En accompagnant les migrants à l'entrepreneuriat, ils ne sont plus un coût pour la société, mais deviennent des créateurs de valeur et participent à un enrichissement mutuel. On les accompagne pour qu'ils développent leurs propres moyens de subsistance et d'intégration économique par la réalisation de projets entrepreneuriaux ou micro-projets.

W : Construit-on des vocations d'entrepreneurs de la même façon si l'on a face des Roms ou des Syriens ?

YLG : Vous savez, déjà on ne construit pas des vocations d'entrepreneur dans ce cas. C'est un impératif catégorique comme diraient les philosophes : ils cherchent à avoir un toit, de quoi manger et un peu d'argent pour pouvoir vivre correctement et retourner par la suite dans leurs pays. Être entrepreneur est un moyen nécessaire et efficace.

Les migrants, les réfugiés ou les Roms n'ont effectivement pas les mêmes objectifs, les mêmes parcours, ni les mêmes compétences, mais la finalité est la même : entreprendre pour vivre dignement.

W : Vous dites que vous souhaitez les rendre autonomes. Mais, comment fait-on quand les compétences ne sont pas là ?

YLG : Nous commençons déjà par identifier les compétences qu'ils ont. Cela vous surprendra peut-être, mais tout le monde a des compétences ou sait faire des choses... Ensuite, on travaille sur ce qu'on appelle du capacity building et du renforcement de compétences et la transformation de ces compétences en projets (asset building). On fait émerger des projets, on les accompagne dans l'action par un système de mentorat où ils sont suivis par un entrepreneur qui les conseille et les aide.

Tout ceci est basé sur un travail d'accompagnement entrepreneurial que nous effectuons depuis une quinzaine d'années et durant lequel nous avons transformé des centaines de personnes de toute origine, de toute origine socio-professionnelle et de tout type en entrepreneurs, en France et à l'étranger.

W : Est-ce que vous allez les sélectionner ?

YLG : Nous avons commencé à identifier dans un premier temps les leaders de leurs communautés respectives, ceux qui avaient déjà des idées de projets, qui étaient ouverts et qui étaient capables de fédérer autour d'eux.

W : J'imagine que vous ne partez pas tout seul la fleur au fusil ? Sur quels organismes comptez-vous vous appuyer ?

YLG : Nous mettons en place un **écosystème complet** d'intégration, qui passe à la fois par la Commission Européenne, les associations de terrain, les dispositifs traditionnels d'accompagnement à l'entrepreneuriat et plus largement par l'ensemble des parties prenantes du secteur : des institutions aux acteurs et facilitateurs de l'intégration.

W : Avez-vous des ambitions chiffrées ?

Bien sûr. Tout d'abord, à terme l'objectif est de transformer le dispositif d'intégration des migrants en véritable politique publique européenne avec une méthodologie, une ingénierie pédagogique, des acteurs formés et des initiatives et échanges de bonnes pratiques au niveau européen.

Sur le territoire national, les objectifs chiffrés dépendront directement de la manière dont le gouvernement actuel et le suivant soutiendront ce dispositif...

W : Dites un dernier mot à ceux qui veulent fermer les frontières à la manière de Trump ?

YLG : On ne s'enrichit qu'ensemble. Le repli sur soi est toujours lié à la peur. Abolissons la peur et cherchons plutôt à faire évoluer la société, à chercher des solutions innovantes et pérennes, à rendre les gens autonomes et responsables. L'histoire est faite de migrants qui ont réussi et se sont intégrés. L'entrepreneuriat est un moyen privilégié pour cela. Si vous êtes d'accord avec moi, nous cherchons toujours des mentors et des chefs d'entreprises pour les accompagner dans leurs projets.

Cas de recherche

"De l'apprentissage des langues à la pensée linguistique - Les ressorts interculturels" – Cas du dispositif pérenne d'intégration des migrants

Laura Petrache – Yannick Le Guern

Résumé

L'apprentissage d'un idiome ou d'une langue nouvelle passe par la compréhension des facteurs culturels qui lui sont propres, des différences interculturelles avec la langue d'origine et de la pensée linguistique.

Ces dimensions sont intégrées dans un dispositif européen d'intégration pérenne des migrants, qui permet de développer une identité hybride et interculturelle, riche de dialogue et de compréhension, propice à l'évolution sociétale et économique des communautés nationales.

Ce système est basé sur la médiation interculturelle et la compréhension de la pensée linguistique appliquée. Il développe des compétences culturelles et interculturelles pratiques, misent en œuvre dans le cadre de projets concrets de type entrepreneurial.

Abstract

In order to create sustainable communities and intercultural boundings, we use a holistical device of integration based on a core of several important keys as: language, civic, cultural and communication competencies, as well as intercultural dialogue having as result more cohesive and vibrant communities. We choose to develop on these key factors because in our opinion the process of learning even if it is established for foreigners, migrants or ethnic minorities it is encountering the main barriers: the absence of intercultural thinking and cultural, linguistic competencies as well as cultural mediators in order to prone this type of learning process.

Intégralité de l'article sur : <https://www.linkedin.com/pulse/migrant-integration-lab-yannick-le-guern>

Conferences on Sustainable Integration and Migration

Conferences on Sustainable Integration and Migration under CNR and CNF
UNESCO patronage within the International and Intercultural Festival "La nuit
des arts et des mondes"

May-June 2016

[Press release](#)

[Programme](#)

[Bilan](#)



Researchers interventions on migrants, trans-migrants, ethnic-minorities and refugees - Migrations and refugees – Welcoming and diversity

Lamia Missaoui, Professor and researcher, Patrizia Molteni (Focus-In), Fatima Fetouhi (Commissariat General for Equality of Territories) Mihaela Sima (Habitat-City), Luong Can Liem (psychiatrist and essayist), Samir Djaiz (Platform for Migrants and Citizenship), P.J. Dubost (Convergence France-Algeria)

Migration and refugees: problems or a chance?

The project "I Am Calais", presented by Andrew Wickham, Milly Scott-Steele, Lilly Forwood, Carmen Ortiz Gillen ... and followed by the songs of Augusto Cesar Gillen (My song is free), brought a glance Deeply human on the situation of refugees beyond the "a priori" and information relayed by the media.

Psychological issues of migration

Luong Can Liem (Psychology, Author of Ethical Consciousness and Democratic Spirit), MG La Bomba and BZT22 (Artists), Pierrette Fleutiaux (Writer, Destiny Book), Fluency MC (English Teacher), Walter Bantz (Artist).

Interculturality – Migration and construction of European Identity.

Interculturality was the theme with the Metamorphosis project, presented by Anca Dumitrescu and Daniela Popescu that shed light on the construction of European identity. The "Metamorphoses" project, created and implemented by the Alumnus Club for UNESCO, is an international project which annually proposes themes of high value (educational and creative camps), aimed at stimulating young people's ideas, talents and ambitions in order to create artistic works (such as exhibitions, movies and performances) and in order to create a conceptual virtual space for a European identity through young people, as seen in many aspects: cultural, ethnical, scientific and artistic. The aim of the project is to strengthen the feeling of "European identity" as a quantum of national and regional IDs, to promote cultural exchange by having access to examining and using information about the European countries, thus reinforcing the idea of a "tangible" European identity, brought as a response to the integration of the ethnographical diversity and of the European minorities.

Diversity, Interculturality and Society's Common Projects

Sietar France – Linda Vignac, / Observatoire de la diversité culturelle : Fulvio Caccia / Pierre Julien Dubost et Jean-Philippe Lamarche - Comité Mondial pour les apprentissages tout au long de la vie et commission handicap / Commission Nationale Francaise pour l'UNESCO / Observatoire du plurilinguisme ; Morena Campani

Exhibitions in order to raise awareness

Presented within the International and Intercultural Festival “La nuit des arts et des mondes”, Pantin May-June 2016

Immigration and history with Veronica Mecchia and Patrizia Molteni

Exhibition and work of memory report on the Italian migrations of the 20eme century. The project was called the Resistance and Italian immigration - the genes of the antifascism. The team was made up of the historian Antonio Canovi, the photographer Veronica Mecchia and the director Chiara Zappalà. The intention was to film and to photograph resistant Italians and their descendants that emigrated into Paris region and into Belgium, in the zone of Liège, Seraing, to Genk, Rebecq, La Louvière, Brussels. As a result: a remarkable socio-historic work on the migrations.



Calais Jungle - Reportage and Photos by Ludovica Anzaldi

“We are in Calais, at the northern border of France with England. We are in the Jungle of Calais, which has become one of the largest refugee camps in northern Europe. Here migrants have built a small “city” in the mud waiting to cross illegally those 43 miles that separate them from England. Some want to reunite with what is left of their families; some have simply lost everything and want to rebuild their lives away from wars that they do not feel theirs; others simply dream of a better world and think they might find it there. Everyone has a different reason, but they have in common a desperate search for peace. In the Jungle of Calais you will find families, children, and, for the most part, youths of 20-30 years of age that have survived grueling travels. Despite the brutal conditions these migrants find themselves in, hope and desire to succeed are still in their eyes and in their stories.



Researches and conferences on sustainable integration and public policy implementation

University Paris 7 Diderot – Conference « Apprentissage des langues et intégration sociale – Ressorts interculturels »

Yannick Le Guern et Laura Petrache – B1-AKT donnent une conférence sur le thème » **Apprentissage des langues et intégration sociale – Ressorts interculturels du Migrant Integration Lab** »

[UFR d'études interculturelles de Langues Appliquées](#). Université Paris-Diderot.

Séminaire doctoral « Politiques Linguistiques et plurilinguisme en Europe ». Sous la direction de J.C. Herreras.



université
PARIS
DIDEROT
PARIS 7

Observatoire européen du plurilinguisme 4eme conference :

Les langues : une dimension économique à part entière (mod. Philippe Lecomte) Composition : Philippe Lecomte, Yves Montenay, Yannick Le Guern, Claude Albagli, Thibaut Grouas
Axes économique de l'intégration linguistique – Yannick Le Guern, Laura Petrache

Articles

Research article:

<https://www.linkedin.com/pulse/migrant-integration-lab-yannick-le-guern>

Across Europe, grassroots efforts have emerged in the wake of crisis that draw members of the public into the process of receiving refugees and supporting their integration.

We stress out the fact that we are a civil society initiative that foster important relationships between refugees and their neighbors and to improve integration outcomes in the long run. You can read more in English, French or Romanian language articles here bellow and visit our website:



<http://migrantintegrationlab.strikingly.com/>

- [How Migrant Entrepreneurship could shape Good Long-Term Economic Growth of Europe](#)
- [Les Réfugiés seront les entrepreneurs de demain #MigrantsIntegrationLab](#)
- [A migration crisis? Facts, challenges and sustainable solutions-Migrant Integration Lab](#)
- [De l'apprentissage des langues à la pensée linguistique - Les ressorts interculturels- Cas du dispositif pérenne d'intégration des migrants](#)
- [Migrant Integration Lab-un dispozitiv European pentru o integrare perena](#)
- [Start-ups solidaires: des tremplins professionnels pour les réfugiés](#)
- [Migrant Integration LAB-Transnational Pattern](#)
- ["Refugee Food Festival"](#)
- ["Creative Europe Lab Presentation" Migrant Art Lab](#)

Main References & Bibliography

Alba, Richard D. (1985), *Italian Americans: Into the Twilight of Ethnicity*, Prentice Hall, New Jersey. Bauböck, Rainer (1998),

“The Crossing and Blurring Boundaries of International Migration: Challenges for Social and Political Theory,” in R. Bauböck and J. Rundell (eds.),

Blurred Boundaries: Migration, Ethnicity, Citizenship, Aldershot, Ashgate. Canclini, Nestor Garcia (2001), *Consumers and Citizens: Globalization and Multicultural Conflicts*, University of Minnesota Press, Minneapolis. Castles, Stephen (2005),

Global Perspectives on Forced Migration, Refugee Studies Centre, University of Oxford. Crush, Jonathan (2006, October),

“International Migration, Development and Urban Partnership,” 11th International Metropolis Conference, Lisbon.

Devan, Janamitra and Parth S. Tewari (2001), “Brains Abroad,” *The McKinsey Quarterly*, “Emerging Markets”, No. 4. Favell, Adrian (2001), “Migration, Mobility and Globality: Metaphors and Rhetoric in the Sociology of Globalization,” *Global Networks* 1.

Foner, Nancy (2000), *From Ellis Island to JFK – New York Two Great Waves of Immigration*, Yale University Press, New Haven.

Glazer, Nathan (1993), “Is Assimilation Dead?,” *Annals of the American Academy of Political and Social Science* 530 (1).

Gordon, Milton M. (1964), *Assimilation in American Life*, Oxford University Press, New York.

Graham, Pamela (1997), “Reimagining the Nation and Defining the District: Dominican Migration and Transnational Politics,” in Patricia Pessar (ed.), *Caribbean Circuits: New Directions in the Study of Caribbean Migration*, Center for Migration Studies.

Guarnizo, Luis Eduardo (1997), “The Emergence of a Transnational Social Formation and the Mirage of Return Migration among Dominican Transmigrants,” *Identities* 4 (2).

Guarnizo, Luis Eduardo, Alejandro Portes, and William Haller (2004), “Assimilation and Transnationalism: Determinants of Transnational Political Action among Contemporary Migrants,” *American Journal of Sociology* 108 (6).

Huntington, Samuel P. (2004), *Who Are We? The Cultural Core of American National Identity*, Simon & Schuster, New York.

Itzigsohn, José and Silvia Giorguli-Saucedo (2002), “Immigrant Incorporation and Sociocultural Transnationalism,” *International Migration Review* 36 (3).

King, Desmond (2000), *Making Americans: Immigration, Race, and the Origins of the Diverse Democracy*, Harvard University Press, Cambridge.

Levitt, Peggy (2001a), "Transnational Migration: Taking Stock and Future Directions," *Global Networks* 1 (3).

Levitt, Peggy (2001b), *The Transnational Villagers*, University of California Press, Berkeley.

Morawska, Ewa (2003), "Immigrant Transnationalism and Assimilation: A Variety of Combinations and the Analytic Strategy it Suggests," in C. Joppke and E. Morawska (eds.), *Toward Assimilation and Citizenship*, Palgrave, Basingstoke, UK.

Morawska, Ewa (2004), "Exploring Diversity in Immigrant Assimilation and Transnationalism: Poles and Russian Jews in Philadelphia," *International Migration Review* 38 (4).

Naerssen, Ton Van (2007), *International Migration, Multi-Local Livelihoods and Human Security: Perspectives from Europe, Asia and Africa*, Institute of Social Studies, Rotterdam, The Netherlands.

Núñez, Anne-Marie (2004), "Using Segmented Assimilation Theory to Enhance Conceptualization of College Participation," *InterActions – UCLA Journal of Education and Information Studies* 1 (1), University of California, Los Angeles.

Portes, Alejandro (1978), "Immigrant Aspirations," *Sociology of Education* 51, 1978. Portes, Alejandro (2001), "Introduction: The Debates and Significance of Immigrant Transnationalism," *Global Networks* 1 (3). Portes, Alejandro (2007), "Migration, Development, and Segmented Assimilation: A Conceptual

Review of the Evidence," *Annals of The American Academy of Political and Social Science* 631 (1). Portes, Alejandro (2010), *Economic Sociology – A Systematic Inquiry*, Princeton University Press, New Jersey.

Sassen, Saskia (2006), *Territory, Authority, Rights: From Medieval to Global Assemblages*, Princeton University Press, New Jersey.

Saxenian, AnnaLee (1999), *Silicon Valley's New Immigrant Entrepreneurs*, Public Policy Institute of California, San Francisco.

Suárez-Orosco, Marcelo M. (1999), *Global Shifts: U.S. Immigration and the Cultural Impact of Demographic Change*

Vertovec, Steven (2001), "Transnationalism and Identity," *Journal of Ethnic and Migration Studies* 27 (4).

Zhou, Yu and Yen-Fen Tseng (2001), "Regrounding the 'Ungrounded Empires': Localization as the Geographical Catalyst for Transnationalism," *Global Networks* 1 (2).

Zweig, David and Chen Changgui (1995), *China's Brain Drain to the United States: Views of Overseas Chinese Students and Scholars in the 1990s*, China Research Monograph No. 47, Institute of East Asian Studies, University of California, Berkeley.

Isuara Flores, Marilyn Young, Jim Tarter (2010) The transnational entrepreneur: an initial overview of factors affecting international strategies, *International Journal of Business Strategy*, ISSN: 1553-9563, Issue: 4. McDougall PP, Oviatt BM (2000) “International entrepreneurship: The intersection of two research paths, *Academy of Management Journal*, 43:902-906.

Israel Drori, Benson Honig, Mike Wright, (2009) “Transnational Entrepreneurship: An Emergent Field of Study”, *Entrepreneurship Theory and Practice*. Yeung H (2002) Entrepreneurship in international business: An institutional perspective, *Asia Pacific Journal of Management*, 19(1):29-61.

IOM (2008) *World Migration: Managing Labour Mobility in the Evolving Global Economy*, page 500.

Crick D, Chaudhry S (2010) An investigation into UK based Asian entrepreneurs“ perceived competitiveness in overseas markets”, *Entrepreneurship & Regional Development*, 22(1):5-23:. Portes Alejandro (2007) Migration, Development, and Segmented Assimilation: A Conceptual Review of the Evidence,” *Annals of The American Academy of Political and Social Science* 631 (1).

Handlin Oscar (1973) *The Uprooted. The Epic Story of the Great Migrations that Made the American People*”, 2nd edn, Boston, MA: Little, Brown Thomas William I, Znaniecki, Florian (1984) *The Polish Peasant in Europe and America, 1918–1920*, edited and abr. by Eli Zaretsky, Urbana, IL: University of Illinois Press Alejandro Portes. Luis E Guarnizo, Patricia Landolt, (1999) The study of transnationalism: pitfalls and promise of an emergent research field, *Ethnic and Racial Studies* 22:2. Roger Waldinger, David Fitzgerald (2004) Transnationalism in Question, *American Journal of Sociology*, 109(5):1175-95.

Hull, G. A., & Katz, M. L. (2006). Crafting an agentive self: Case studies of digital storytelling. *Research in the Teaching of English*, 41(1): 43-81.

Jacquemet, M. (2005). Transidiomatic practices: Language and power in a globalized world. *Language and Communication*, 25(3) 257-277.

Jiménez, R. T., Smith, P. H., & Teague, B. L. (2009). Transnational and community literacies for teachers. *Journal of Adolescent & Adult Literacy*, 53(1), 16-26.

Kelly, P. (2012). Migration, transnationalism and the spaces of class identity. *Philippine Studies: Historical and Ethnographic Viewpoints*, 60(2), 153- 86.

Kelly, P., & Lusi, T. (2006). Migration and the transnational habitus: evidence from Canada and the Philippines. *Environment and Planning A*, 38(5), 831.

Kim, J., & Duff, P. A. (2012). The language socialization and identity negotiations of generation 1.5 Korean-Canadian University Students. *TESL Canada Journal*, 29, 81.

Lam, W. S. E., & Warriner, D. S. (2012). Transnationalism and literacy: Investigating the mobility of people, languages, texts, and practices in contexts of migration. *Reading Research Quarterly*, 47(2), 191-215.

Lotherington, H. (2011). Digital narratives, cultural inclusion, and educational possibility: Going new places with old stories in elementary school. In R. Page and B. Thomas, *New narratives: Stories and storytelling in the digital age* (pp. 254-276). Lincoln: University of Nebraska Press.

- National Reading Panel Report. (2000). Report of the National Reading Panel. Washington, DC: National Institute of Child Health and Human Development and the U.S. Department of Education.
- Norton, B. (2013). Identity and language learning: Extending the conversation change (2nd ed.). Bristol, UK: Multilingual Matters.
- Royer, R., & Richards, P. (2008). Digital storytelling. *Learning & Leading with Technology*, 36(3), 29-31.
- Sánchez, P. (2007). Urban immigrant students: How transnationalism shapes their world learning. *The Urban Review*, 39(5), 489-517.
- Shin, H. (2012). From FOB to cool: Transnational migrant students in Toronto and the styling of global linguistic capital. *Journal of Sociolinguistics*, 16(2), 184- 200. *Education Matters Volume 2*,
- Song, J. (2010). Language ideology and identity in transnational space: Globalization, migration, and bilingualism among Korean families in the USA. *International*
- Ron Darvin and Bonny Norton, PhD-2014- Essay: The Promise of Digital Storytelling
- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. London: Verso. *Education Matters Volume 2, Issue 1, 2014*
- Abdallah-Pretceille, M. & Porcher, L., 1998. *Éthique de la diversité et éducation*. Paris : Presses universitaires de France.
- Abdallah-Pretceille, M., 1999. *L'Éducation interculturelle*. coll. Que Sais-je ? Paris : Presses universitaires de France.
- Boesch M., Fanová A, *La Problématique de l'enseignement de la civilisation, sens public*, 2009.
- Boroditsky L., "Do English and Mandarin Speakers Think Differently About Time?" *Proceedings of the 48th Annual Meeting of the Psychonomic Society* (2007): 34.
- Boroditsky L. et al. "Sex, Syntax, and Semantics," in D. Gentner and S. Goldin-Meadow, eds., *Language in Mind: Advances in the Study of Language and Cognition* (Cambridge, MA: MIT Press, 2003), 61–79.
- Boroditsky L., "Linguistic Relativity," in L. Nadel ed., *Encyclopedia of Cognitive Science* (London: MacMillan, 2003), 917–21;
- Casasanto D. et al., "How Deep Are Effects of Language on Thought? Time Estimation in Speakers of English, Indonesian Greek, and Spanish," *Proceedings of the 26th Annual Conference of the Cognitive Science Society* (2004): 575–80.
- CECR, 2001 – *Cadre Européen commun de référence pour les langues : apprendre, enseigner, évaluer*, 2001. Conseil d'Europe. Paris : Les Editions Didier.
- Claes, M.-T., 2003. La dimension interculturelle dans l'enseignement du français langue de spécialité. *Dialogues et cultures*, nr. 47.

Clanet, C., 1993. L'interculturel : introduction aux approches interculturelles en éducation et en sciences humaines. Toulouse : Presses Universitaires du Mirail.

Crozet, C., & Liddicoat, A.J. (2000) Teaching culture as an integrated part of language: Implications for the aims, approaches and pedagogies of language teaching. A.J. Liddicoat & Crozet, C. (Eds.), Teaching Languages, Teaching Cultures. Melbourne: Language Australia.

Ferréol, G., 1998. Intégration, lien social et citoyenneté. Paris : Presses Universitaires du Septentrion.

Lambert, W. E., 1972. Developmental Aspects of Second Language Acquisition. In: W. E. Lambert. Language, Psychology, and Culture. Essays. Selected and introduced by A. S. Stanford. CA: Stanford University Press.

Kramsch, C. (1993) Context and Culture in Language Education. Oxford: Oxford University Press.

Levinson S.C., Wilkins D.P., eds., Grammars of Space: Explorations in Cognitive Diversity, New York, Cambridge University Press, 2006.

Le Guern Y., L'introduction de nouvelles méthodes de management par les processus dans l'action publique régaliennne, Centre de Recherche Européen en Finance et en Gestion, Thèse de doctorat, Paris-Dauphine 2006.

Le Guern Y., Petrache L., European Report on Migrants Integration Labs and Migrants Public Policies, 2016.

Liddicoat, A.J. (2000) Everyday speech as culture: Implications for language teaching. A.J. Liddicoat & Crozet, C. (Eds.), Teaching Languages, Teaching Cultures. Melbourne, Language Australia.

Liddicoat, A.J. (2002) Static and dynamic views of culture and intercultural language acquisition. Babel.

Petrache Laura., Le Guern Yannick, European Report on Migrants Integration Labs and Migrants Public Policies, 2016.

Vingelienè Ramutè, Daiva Repeikaite-Jermalavičienè, « l'Interculturel dans l'enseignement du français langue étrangère et dans la formation des futurs traducteurs », Studies about Languages 2013. N°23 , 2013.

Seara, A. R., 2001. L'évolution des méthodologies dans l'enseignement du français langue étrangère depuis la méthodologie traditionnelle jusqu'à nos jours.

Steele Ross, intitulé " Culture ou intercultures ", Le Français dans le monde n°283, 2009

Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its development. S.M. Gass & Madden, C.G. (Eds.), Input in Second Language Acquisition (pp. 235-253). Newbury House: Rowley, MA.

Tversky A. & Kahneman D., "The Framing of Decisions and the Psychology of Choice." Science 211(1981): 453–58; / Verbunt, G., Penser et vivre l'interculturel. Lyon : Chronique sociale, 2011.



WWW.BI-AKT.COM