TO PROMOTE THE MIGRANTS’ SOCIAL AND PROFESSIONAL INCLUSION TO EUROPE

COMPETENCE FRAMEWORK
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OBJECTIVES AND FINALITIES OF THE DIME PROJECT

Migration and social cohesion issues are a priority for the Council of Europe, which defines social cohesion as "the ability of a society to ensure the well-being of all its members, to minimize disparities and to avoid polarisation". The influence of immigration on social cohesion is one of the major challenges of Europe’s future and one of the European Union’s priorities. Yet Eurostat data show that the unemployment rate of migrants is around 21% compared to 10% for nationals of the Member States. Such a situation is part of the particular context of the economic crisis and a rise in populism and xenophobia in a growing number of EU countries targeting migrant audiences. Many of them are thus exposed to exclusion in employment, housing, health and education. They face many obstacles that prevent them from integrating into the host societies.

For the DIME\(^1\) consortium, improving the education and training offer for migrants is one of the key elements to enable their integration and promote social cohesion. Therefore the project designers have offered to:

- Develop a competence framework, acquired in a formal and non-formal setting, necessary for the inclusion of migrant people
- Develop and implement new interactive teaching modules, methods and tools that focus on learning processes and transversality, a set of processes that will facilitate socio-cultural and economic integration.

The expected final impact is that of a recognition of the target audience and its inclusion in an active and positive approach of social, cultural and professional integration. The expected results are multiple.

Concerning the target audience:
- Breaking the social isolation in which the precariousness of their situation has often locked them up
- Removing the barriers to socio-professional integration (health, housing, cultural, linguistic...)
- Bringing participants closer to local actors, social and associative organisations
- Considering getting closer to the work environment by identifying the formal and non-formal skills acquired and those to be developed for sustainable integration in the host country.

Concerning the actors of social and professional integration:
- Giving trainers innovative contents, methods and teaching tools to diversify learning processes
- Harmonising the training practices at national and European level
- Creating a procedure transferable to other European countries
- Providing training organisations with procedures transferable to other actions aimed at disadvantaged groups.

The results were widely disseminated via the website www.projetdime.eu, each partners’ networks and were then presented at the closing seminar in June 2018.

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\(^1\) The DIME project, which ran from 01/09/2015 to 31/08/2018, brings together 6 partners from 4 countries bordering the Mediterranean Sea. (Spain, France, Greece, Italy) with different approaches and experiences of migratory phenomena, all involved in the training and inclusion of non-EU migrant populations, mainly those from the North African countries, which constitute the target audience: AIFRISS (FR), CIOPS / FP (IT), EDRA (GR), University of Huelva (ES), University of Jaén (ES), INSUP (FR).
CONSTRUCTION OF THE COMPETENCE FRAMEWORK

The DIME project team set out to develop a competence framework and translate it into training modules to promote the social and professional inclusion of migrants. The development of a competence framework cannot be done without taking into account what already exists. The members of the consortium therefore agreed on the need to understand the migratory phenomenon in each country and the obstacles to the migrant’s inclusion in order to produce a competence framework adapted to the situations experienced by the target audience.

Thus, each partner state has produced an "overview of the situation of migration" in its country by conducting, among other things, semi-structured interviews with actors working for migrants (institutions, policy makers, hosting structures, training organisations, companies) and migrants themselves. This study was formalised in a first report entitled "Comparative analysis of the migrants’ hosting and inclusion policies in the partner states (Spain, France, Greece, Italy)".

On the other hand, the members of the consortium, assisted by the pedagogical expert, wished to continue their investigations with an analysis of training practices. Each partner thus conducted semi-structured interviews with experts, training organisation managers and trainers in order to understand the existing good practices. The results were formalised in a second report "Analysis of existing training practices and identification of good practices".

The development of this framework was based on:

• Qualitative data from the interviews conducted in Activity 1 "Analysis of the migrants’ hosting and inclusion policies"
• Existing and authoritative Competence frameworks in the area concerned.

To set up the DIME competence framework, the consortium members decided to start from the European reference framework of key competences for education and lifelong learning, highly recognised in the field and used by many professionals in the sector. They also agreed on the need for a presentation based on knowledge (expertise), know-how (skills) and attitudes (conduct).

As a first step, each partner validated or invalidated the skills related to the eight key competencies in the interviews conducted in Activity 1. The purpose of these meetings was to understand the issues faced by migrants. They have thus brought to light the knowledge, skills and attitudes that migrants need to master to promote their social and professional inclusion.

Secondly and still in the light of the interviews carried out, the partners have added new competences not mentioned in the European reference framework to the DIME framework.

Finally, each member of the consortium has pointed out additional competence blocks to the eight key competences on significant themes addressed by several interviewees.

This analysis work of the people’s discourse made it possible to define 5 blocks of competences whose mastery by the migrants would be likely to favour their social and professional inclusion:

• Language proficiency
• Mathematical and digital competences
• Intercultural competences
• Social and civic competences
• Socio-professional and entrepreneurship competences

Once the definition of the competence blocks had been determined, the consortium members decided to continue their investigations by analysing existing frameworks relating to each of the selected blocks. In fact, while discourse

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2 This report 1 "Comparative Analysis of the Policies for the Hosting and Inclusion of Migrants" is available for download on the DIME project website: www.projetdime.eu
3 This report 2 is available for download on the DIME project website: www.projetdime.eu
analysis has revealed competences that are considered essential, some of them may have been omitted or considered secondary, while they prove to be decisive for the authors of the standards in the field concerned.

In addition, the results of the training modules’ experimentation, which took place from September 2017 to January 2018, made it possible to enrich the competence framework with the observations and recommendations made by the migrants and trainers.
**LANGUAGE PROFICIENCY**

**Definition:**
Language proficiency refers to the range of abilities enabling migrants to express themselves orally and in writing in the language of the host country and to interact in social and professional life appropriately. Language proficiency facilitates communication, i.e. the ability to express and interpret concepts, thoughts, feelings, facts and opinions, orally and in writing, and to have appropriate and creative linguistic interactions in all situations of social and cultural life. Language proficiency is closely associated with the acquisition of specific competences such as mediation and understanding of other cultures. Language proficiency reinforces the sense of belonging and contributes to facilitate integration into the social fabric of the host country.

**Knowledge:**
- Knowing the main modalities of verbal interaction according to the situations
- Knowing the current vocabulary of everyday life and functional grammar
- Knowing the social conventions, the cultural aspects and the variability of the language

**Abilities:**
- Understanding oral messages, starting, continuing and ending conversations
- Reading, understanding and writing texts according to one’s needs
- Searching, collecting and processing information, using aids
- Expressing a purpose, formulating arguments orally or in writing in a convincing manner by taking into account the context
- Communicating, in written or orally, in a variety of situations and knowing how to adapt your communication according to the context
- Being autonomous in current communication situations of everyday life

**Attitudes:**
- Being open minded to dialogue and have an interest in communicating with others
- Being aware of the impact of language on others and the need to understand and use the language in a socially responsible way
- Being motivated to learn different languages
MATHEMATICAL AND NUMERICAL Competences

Definition:
Mastery of basic mathematical and numerical competences is essential for active participation in society throughout life. It enables the persons to understand and develop their ability to act in their environment, to evolve independently in their daily lives and to secure their professional career.

Mathematical competence favours dealing with various problems of daily and professional life by using basic mathematical knowledge. It also allows the understanding of certain forms of mathematical representation (graphs...).

Digital / Office competence refers to the ability to identify, understand, manage and disseminate information through the safe and critical use of digital / office tools. It involves the mastery of information and communication techniques.

Knowledge:
• Knowing numbers, operations, measurements and basic mathematical presentations
• Knowing the environment and the basic functions of a computer, a tablet, a smartphone
• Understanding and knowing the nature, role and possibilities of Information and Communication Technologies in society and work
• Understanding the possibilities and potential risks of the internet and communication through electronic media (e-mail, network tools)
• Understanding how Information and Communication Technology can support creativity and innovation
• Being aware of the validity and reliability of the information available and the ethical principles related to the interactive use of Information and Communication Technologies.

Abilities:
• Applying basic mathematical rules in everyday life, including being able to manage one’s budget
• Adopting a mathematical reasoning, understanding a mathematical demonstration and using appropriate aids to solve various problems of daily and professional life
• Knowing how to find your bearings in time and space
• Researching, collecting, processing information and using it critically by assessing its relevance and differentiating real information from virtual information
• Mastering the main office software (word processing, spreadsheet ...) and Web 02 tools to access and use the services
• Using Information and Communication Technologies to support critical, creative and / or innovative thinking

Attitudes:
• Having a critical and thoughtful attitude towards the information available
• Making responsible use of interactive tools
• Engaging in communities and networks for cultural, social and / or professional purposes
• Having the will to exploit one’s knowledge in various situations of everyday life
Definition:
Intercultural competences refer to all the skills required to interact positively with people from different cultures. For migrants, they refer to the capacity to understand and analyse the social uses underlying the culture of the host country in order to take part in it.

In their cognitive dimension, they imply the understanding of the differences between the cultural codes of the host society and their own culture and the awareness of attitudes raised by otherness in order to develop appropriate behaviours. Indeed, the contact with another culture, the adaptation to new cultural behaviours go through the "(inter) cultural awareness" defined in the common European frame of reference for the teaching / learning of the modern languages like “The knowledge, the awareness and understanding of relationships (similarity and distinctive differences) between the community of origin and the target community ”; in other words, by an awareness of the relativity of one’s maternal system and the discovery, the acceptance of another way of organising the world. For respectful and supportive relationships, it is necessary to negotiate a shared understanding where understandings appear competing.

In their communicative dimension, they suppose the understanding and adaptation of people to the specificities of the situation of intercultural interaction so that the emitted message is understood and interpreted as desired.

Finally, intercultural competence has an affective dimension. This competence will help overcome the uncertainty and insecurity related to the ignorance of all the cultural references of the host society. Thus, the person will be more able and willing to overcome difficulties.

Knowledge:
• Understanding the main cultural references and the expression of multiple cultural identities
• Understanding codes of conduct and generally accepted uses in different societies and environments
• Being aware of local, national and European cultural heritage and its place in the world

Abilities:
• Recognising diversity as a positive value
• Being open to change and generating strategies of shared adaptation
• Establishing intercultural relations based on dialogue and mutual respect
• Communicating constructively by taking into account the specificities of the situation of intercultural interaction and knowing how to manage any disagreements
• Acting in respect of oneself and others (civility, tolerance, rejection of prejudices and stereotypes)
• Joining the cultural life and accessing cultural services

Attitudes:
• Having an interest and a curiosity for intercultural communication and different forms of cultural expressions
• Adopting an attitude favorable to new situations by considering them as an opportunity for change
• Valuing diversity and respect for others by combating prejudices and accepting compromises
SOCIAL & CIVIC 
Competences

Definition:
Social and civic competences refer to a person's ability to use a set of resources to participate actively in social life. They promote social cohesion and “living together”. They require sufficient knowledge of the social and political system, its structure, its institutions, its rules and its modus operandi, knowledge that enables migrants to find their place and act as citizens. They also imply the development of autonomy in social life.

Knowledge:
- Knowing the notions of democracy, justice, equality, citizenship, civil rights and duties and how they are applied by various institutions at local, national and European level
- Knowing the basic notions of the individual, the group, the work organisation, the equality between men and women and non-discrimination
- Understanding the organisation of public life, its institutions and its administrations, knowing how to identify them and apprehending their contributions in individual situations
- Knowing the rules of the collective life of the host country and acting according to the current laws
- Knowing one’s social rights and knowing how to take the necessary steps to use them
- Developing the knowledge of biology that can be used in everyday situations
- Understanding the challenges of mobility on social and professional integration. Knowing one’s territory and travel modes

Abilities:
- Engaging oneself effectively with others in the public domain, showing solidarity and interest in finding common solutions to the difficulties encountered
- Identifying oneself in one’s environment and knowing how to use common law services
- Knowing how to answer to the daily requirements by organising one’s daily life and by being autonomous in the realisation of current formalities
- Identifying, discerning and knowing oneself in the field of health, identifying resource people and their contributions in individual situations
- Adopting behaviours that promote health and enforce existing regulations
- Optimising travel in order to sustainably enter the job market by a better understanding of the region and its modes of transport. Realising a reflexive work on one’s behaviour, one’s meaning about mobility and one’s blockage situations.

Attitudes:
- Having absolute respect for human rights, the principle of equality, the differences in the value systems of each culture
- Demonstrating the understanding and respecting the common values that underlie social cohesion, such as respect for democratic principles
- Engaging in civic activities, supporting diversity, living together by positioning oneself as a full citizen
- Being independent and persevere
SOCIO-PROFESSIONAL AND ENTREPRENEURIAL Competences

Definition:
The socio-professional competences reflect the ability of a person to enter the labor market and to stay in it in the respect of the competences already acquired in the host country, the person’s motivations and interests. They involve the construction of a realistic professional project, knowledge of the socio-economic environment and mastery of job search techniques and tools. Wanting to enter the job market and staying there cannot do without working on transversal skills as expected by companies in the host country. Entrepreneurship skills involve the development of initiative and business spirit and the acquisition or deepening of creative, innovative and project management capacities to achieve one’s objectives.

Knowledge:
• Deepening one’s knowledge of the world of work, of the company (culture, ethical position, functioning, organisation), the rules governing the functioning of the services, the employer / employee relationship
• Knowing about labor legislation, rights and duties, especially in terms of lifelong learning
• Knowing your socio-economic environment and knowing how to identify the possibilities offered in terms of professional activities
• Understanding the education and training system of the host country
• Understanding the principles and procedures of business creation

Abilities:
Mobilising oneself to find a job
• Describing one’s personal and professional career by highlighting ones competences and bringing to the fore one’s professionalism
• Defining a professional project taking into account one’s resources, one’s constraints, one's competences, one’s criteria and personal choices, of the labor market and training and / or support opportunities in employment
• Decrypting the job market by documenting oneself on the professional sectors, job prospects and by targeting companies likely to recruit
• Knowing how to look for education and training offers and / or start the diploma recognition procedures
• Making good use of business prospecting techniques and tools based on one’s characteristics and targeted job positions
• Mastering networking techniques
• Knowing how to present yourself, especially during a job interview

Staying in the job
• Knowing how to analyse one’s work environment and situating oneself in the job by keeping informed
• Managing and controlling professional information related to one’s activity
• Organising and evaluating one’s own work and, where appropriate, seeking for advice, information and help by mobilising resource persons
• Communicating at work to interact effectively with colleagues in accordance with the rules and effective communication system. Being able to take advantage of one’s participation in a heterogeneous group and sharing what has been learned
• Knowing how to resist pressure and handle difficult communication situations
• Complying with the rules of collective living at work, respecting the instructions, the schedules, the work pace work and adopting an appropriate dress code
• Adopting a behavior respecting the elementary rules of hygiene, safety and environment
• Learning from your experiences and applying them in new situations, learning from others’ experience
• Seeking to acquire, obtain, exploit and apply new knowledge, competences and abilities
• Maintaining one’s competences up-to-date, including the use of one’s vocational training rights
• Working independently, taking initiative and being proactive

Undertaking
• Developing a coherent business creation project taking into account the economic and administrative context and developing a realistic financial plan
• Knowing how to organise, manage one’s activity and communicate about one’s project

Attitudes:
• Demonstrating adaptability in a changing environment
• Having a collaborative attitude with co-workers
• Being motivated and determined in achieving professional goals
• Having the will to undertake and act autonomously
• Being resourceful and reliable
• Being curious and showing one’s will to learn
• Having a sense of responsibility
• Innovating in personal and social life as well as in work
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« On ne peut pas peindre du blanc sur du blanc, du noir sur du noir. Chacun a besoin de l’autre pour se révéler. » Proverbe africain

« Δεν μπορείς να ζωγραφίσεις λευκό πάνω στο λευκό, ούτε μαύρο πάνω στο μαύρο. Όλοι έχουμε ανάγκη από το διαφορετικό για να αποκαλύψουμε τον πραγματικό εαυτό μας » Αφρικανική Παροιμία.

« No puedes pintar blanco sobre blanco, negro sobre negro. Cada uno necesita del otro para mostrarse ». Proverbio africano

« Non si può dipingere di bianco sul bianco, di nero sul nero. Ognuno ha bisogno dell’altro per rivelarsi». Proverbio africano

« One cannot paint white on white, black on black. Everyone needs the other to reveal himself. » African proverb