



Policy Paper

art4inc

PREAMBLE

The present Policy Paper was developed based on the achievements realised within the Art4Inc project and on the points of view expressed by stakeholders interviewed in the same project. Art4Inc is a project financed by the Erasmus+ Programme of the European Union, with reference number 2017-1-DE02-KA204-004158. The project is implemented by a consortium of 7 partners from 6 European countries.

POLICY CONTEXT

Europe is in the midst of the largest refugee crisis since World War II. The mass migration of people primarily from the Middle East and Africa, and the tensions arising from this merging of different cultures, is threatening the continent's unity.

The heterogeneous nature of European society continues to expand due to processes of change brought about by specific national compensatory programmes that support an increase in the numbers of refugees and asylum seekers. Heterogeneous learning groups within Member States from school education right up to third level are increasingly characterized by differences most notably concerning educational background; level of school education completed; motivation and willingness to learn; vocational career plans; language barriers as well as social and cultural differences.

If goals of inclusion and integration for refugees and asylum seekers are to be achieved there are a wide range of personal, social, cultural and professional competences that need to be acquired for integration with host countries, entry to the labour market and for achieving sustainable employment. The 8 key competences set out by the European Commission in 2006 are still extremely pertinent throughout European society. They are an immediate and identifiable baseline of achievement for migrants and refugees on which educators throughout Europe need to focus their efforts. This is, however, easier said than done when educators at all levels are faced with such linguistic, social and cultural differences and barriers.

Educators need to look at a wide range of alternative teaching approaches if they are to successfully build the key competence profile of these displaced communities.

In a pedagogic context, the centuries old techniques of storytelling, drama and music have faded into the background and are rarely now considered as appropriate techniques for knowledge transfer and key competence building. History tells us of a different era when literacy and language were for the few rather than the masses; when the wisdom of the wise and the rule of the powerful were transmitted by stories, morality plays and in rhyme and song. The Art4Inc project endeavours to bring these unique and effective techniques into the modern age to help overcome

linguistic, social and cultural barriers and build key competences among our refugee and asylum-seeking neighbours.

Specific steps in the development of the Art4inc project include:

1. A comprehensive in-service training course for adult education staff to support them in the use of artistic disciplines like storytelling, drama and music for training with heterogeneous student groups to build key competences.
2. The adaptation, modification and production of a range of pedagogic resources that use the different artistic disciplines to build key competences for inclusion within the refugee and asylum seeker target group and the presentation of these new resources in media-rich formats in a digital toolbox of alternative basic skills development resources.
3. Providing a bespoke, multi-lingual e-learning platform to support learning in dynamic on-line environments.

The history of immigration and integration in Europe has not been one of great success. The Roma have lived in Europe for hundreds of years but remain on the fringe of society. More recently, Arab and Turkish immigrants have struggled to integrate, prompting Angela Merkel to remark that “*multiculturalism has utterly failed*”. ***Without an active and interventionist agenda to integrate these new migrants, we will end up with significant subpopulations in European countries, people living in under-performing parallel societies.***

Art4Inc envisages to work with adult and community educators who are at the front-line of second-chance education and support their endeavours by providing essential in-service training to build their skills as educators. Art4Inc also provides a range of innovative embedded-learning and enquiry-based learning key competence resources that educators can use in their work with marginalized young adults.

Thus, this Policy Paper captures the policy learning from the project experiences of partners and ***identifies critical steps moving forward to support the integration of adult migrants***. Also, it makes ***key recommendations for future developments***.

METHODOLOGICAL APPROACH

In order to find out the stakeholders’ opinion on the importance of adult migrants’ integration and on their potential to contribute to both own integration and Europe development, but also to prove the need for changing the policy approach in the field and last but not least, identify the most critical steps in moving forward to support adult migrants’ integration through art-based disciplines, the project consortium implemented a questionnaire-based survey. The questionnaire was applied to 5 - 11

relevant stakeholders in each country (adult educators, micro-enterprise owners, adult education providers, policy makers). The collected data were processed and national reports have been elaborated by each consortium partner. The present Policy Paper is the result of the transnational analysis of these national reports. The main findings are rendered below.

SURVEY RESULTS

Respondents' profile

The questionnaire was applied to 43 stakeholders in total, in all surveyed countries. Their distribution per country: 5 respondents in each of Czech Republic, Finland and Spain; 7 in Romania; 10 in Ireland and 11 in Germany.

The distribution per professional categories: 18 adult educators, 5 micro-enterprise owners, 8 Adult Education providers and 12 policy makers (4 at a regional level and 8 at a local level).

Main findings

The frequencies of the answers and the scores¹ regarding the level of agreement with the following statements:

- *The integration of adult migrants should be a priority for authorities / governments.*
- *Authorities / governments need to do more for appropriate in-service training for adult education staffs working with groups on the margins of provision like adult migrants, where every day formal approaches are insufficient to address the skill needs.*
- *There is high potential of adult migrants to integrate into society and economy and to make a lasting contribution in Europe if appropriate supports are put in place for them.*
- *At the level of local communities there will be cost benefits derived from the implementation of the new Art4Inc developed model.*

are presented in Table 1 below.

Table 1: *Frequencies and scores for level of agreement with statements regarding adult migrants' integration*

¹ The score per statement means the value obtained by multiplying the frequency by the value point of each sub-scale (i.e. 1, 2, 3 or 4) and summing up all sub-scales results. (i.e.: if for the first statement the frequency for the first sub-scale "Strongly disagree" is 3, the one for "Disagree" is 15, the one for "Agree" is 5 and the one for "Strongly agree" is 17, the score is $3 \times 1 + 15 \times 2 + 5 \times 3 + 17 \times 4 = 3 + 30 + 15 + 68 = 116$)

	1 ² Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	SCORE (S)
	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	
a. The integration of adult migrants should be a priority for authorities / governments.		2	13	21	127
b. Authorities / governments need to do more for appropriate in-service training for adult education staffs working with groups on the margins of provision like adult migrants, where every day formal approaches are insufficient to address the skill needs.		2	13	21	127
c. There is high potential of adult migrants to integrate into society and economy and to make a lasting contribution in Europe if appropriate supports are put in place for them.		2	16	18	124
d. At the level of local communities there will be cost benefits derived from the implementation of the new Art4Inc developed model.		6	16	11	104

As one may notice, there was no strong disagreement on any of the analysed issues. Although that some respondents disagree with the assertions, their rate is quite low (5,5% for statements *a*, *b* and *c* and 18.1% respectively, for statement *d*). As Table 1 shows, the statements *a*, *b* and *c* got the highest scores. Statement *d* has a lower score but relatively close to the one obtained by the first three statements.

When asked if they ***think that there is a need for more projects and initiatives such as the Using Artistic Disciplines for Educational and Social Inclusion [Art4Inc] project***, the respondents unanimously answered positively and their justifications spanned from the need to use new ways to foster integration; the need to perceive more widely the integration issue in the society; the need to spread new learning approaches (especially for people with higher access barriers such as migration background) to arguments such as: the fact that such projects build confidence in migrants and encourage them to speak the language of the adoption country; they highlight the importance of listening to other cultures and to other stories; they adapt to the real needs of people.

Regarding the issue ***if the Art4Inc project is an appropriate approach for developing the understanding, awareness and skills required to better support the integration of adult migrants***, all respondents agreed that it is, and offered a large variety of reasons for that, among which the most relevant and frequent are that the Art4Inc approach:

- brings a greater awareness on the issue of integration;

² The scale is 1 to 4, where 1 = strongly disagree and 4 = strongly agree

- actively involves the target group and increases migrants' motivation and interest in joining the society through various forms, where artistic disciplines are included;
- produces immediate results because theatre is a very popular method in integration education;
- makes the learning process to be positively emotionalized and enriched with cultural knowledge;
- encourages learners' creativity and initiative;
- uses non-verbal communication and interaction, through which barriers can be broken down and points of departure in a group can be found for exchange, even if participants do not all speak the same language;
- supports understanding each other's cultures (i.e. migrants and natives); by recognising similarities in differing cultures therefore the gap to the understanding of the differences they have, may be bridged;
- contributes to increase engagement of local communities to faster inclusion and integration of migrants through education and learning;
- increases awareness within the local communities and other stakeholders about the importance of educational help for low-skilled adults, including refugees and migrants;
- eliminates prejudices and help migrants communicate and gain confidence as well as acquire new integration skills.

In the opinion of our respondents, ***the most critical steps in moving forward to support the integration of adult migrants*** refer to: migrants' need for having access to leadership positions in the political and educational systems; uncertainty on how to continue providing support to migrants when projects such Art4Inc are finished; the need for migrants' integration into social networks, work trials, training and work through language acquisition (as lack in confidence in speaking the language can create severe isolation) and recognition of own abilities and potential; the existing need for more co-operation with local and national groups to facilitate migrant integration; the need to provide integration services for migrants and promise them safety, pay extra attention to their children's education; the need to go beyond the stereotypes, prejudices and the cultural differences, making the migrants feel comfortable in the new environment; the need to offer migrants a place of residence and give them access to public health system.

When asked if they ***think that a change of policy approach regarding the integration of adult migrants through art-based disciplines might be relevant***, almost all of the respondents answered positively and opined that this can be one of several tools of integration, it can be used as a language mediator, it ensures long-term learning success. The use of art classes, creative writing, photography, dance, music and drama should be included in a new policy for integration. This kind of policy would make the process of integration more attractive and easier. Better informed integration policy would seek to exploit what we know from research and

pedagogical practice about prerequisites for successful integration of adult migrants. However, one respondent replied that art-based disciplines do not replace the existing measures, they can only supplement these.

Regarding what ***they would do to better support the integration of adult migrants (migrants, refugees and asylum seekers) through art-based disciplines***, the respondents emphasized the following:

- active involvement of the target group;
- better awareness and greater tolerance for other cultures;
- consistent use of the tools developed in the project;
- use sensitization sequences for dealing with different forms of communication;
- setting up groups using artistic disciplines (music, drama, etc.) to pave the way for support networks in local areas;
- educate more and better the European citizens about migrants (authorities should periodically host art-based activities that help reduce the isolation commonly experienced by members of newly arrived communities);
- match migrants' concept of culture with the culture of the hosting country, reciprocally respect cultures (migrants' and natives' cultures);
- increase flexibility of training schemes for migrants, make the training to better accommodate their needs

POLICY OPTIONS AND RECOMMENDATIONS

As the issue of integration is crucial nowadays for the European Union, authorities are called to increased their efforts in supporting better this European priority, through concrete and more effective measures and actions, that to be based on the use of artistic disciplines. There is high potential of adult migrants to integrate into society and economy and to make a lasting contribution in Europe if appropriate supports are put in place for them.

By taking into account the research findings, by considering the feedback that we got from migrants and Adult Educators during the implementation of the Art4Inc project activities and by analysing the overall project results and achievements, we could formulate the policy options and recommendations below, which we hope to be valuable for decision-makers and stakeholders and help them improve the integration policies in the field of migrants' integration:

- 1) There is clearly a need for more projects and initiatives such as the Using Artistic Disciplines for Educational and Social Inclusion [Art4Inc] project. The decision-makers should make a relevant change of policy approach regarding the integration of adult migrants and include in a new policy for integration the use of art classes, creative writing, photography, dance, music and drama. Art-based education for migrants brings new ways to foster integration and

- new learning approaches, in a way that fits migrants' needs, inform about each other's cultures and thus, increases tolerance and builds confidence.
- 2) The Art4Inc project is an appropriate approach for developing the understanding, awareness and skills required to better support the integration of adult migrants, thus the authorities and people in charge with migrants' integration should use its developed resources as largely as possible, as they could bring added value to the efforts currently taken in the field.
 - 3) Authorities / governments should do more for appropriate in-service training for adult education staffs working with groups on the margins of provision like adult migrants, where every day formal approaches are insufficient to address the skill needs. In this regard, using art-based tools and resources (i.e. those using drama, music, storytelling) developed for Adult Educators and supporting them to acquire the necessary skills for working with migrants in the view of their integration seems to be an efficient solution, already tested and validated by the Art4Inc project.
 - 4) More specifically, in order to support the integration of adult migrants (migrants, refugees and asylum seekers) through art-based disciplines, the authorities/government should:
 - provide financial support to organizations working in the field of migrant integration;
 - give more funding to the integration programmes in general;
 - directly participate in activities meant for migrants' integration, to prove that they (authorities) have a real interest in integration;
 - support and implement funding research projects and artistic education projects related to this topic;
 - identify alternatives across the wide variety of policy sectors involved in supporting integration: labour market, health, housing, education, culture, etc.;
 - create a balance between welcoming linguistic and cultural diversity and helping migrants to learn and to use more the language in order to integrate in the community;
 - raise awareness among the indigenous population that migration is not a problem;
 - ensure a well-managed economic endowment with control systems, so that fraud is difficult;
 - implement means of reception so that migrants find security in the host country.

IMPLEMENTATION AND NEXT STEPS

- To implement the Art4Inc approach and methodology at a larger scale (to extend it towards other cities and regions of the countries participating in the current project and to export it to other countries as well).

- In order to achieve the above goal, to train as many Adult Education trainers as possible and help them acquire the necessary skills to efficiently use the Art4Inc tools and resources in their work within migrant communities.
- To maintain / continue the preoccupation for supporting the adult migrants' integration through art-based disciplines, by developing tools similar with the ones developed by the Art4Inc project.
- To increase more the awareness on the issues envisaged by the Art4Inc project by largely sharing the Art4Inc results with stakeholders, adult educators and Adult Education providers and by equally spreading the Art4Inc 'message' towards relevant policy-makers in all countries.

CONCLUSIONS

The adult migrants' integration remains an important issue at EU and member States level, as nowadays the migration phenomenon is growing and many countries are confronted with it. The issue of integrating people (within the labour market, education and health systems, in economy and society as a whole) is a sensitive one and requires joint efforts from both the hosting communities and the migrants themselves. A key role belongs to authorities and policy makers who have to manage the problem at a macro-level, but the role of Adult Education trainers, educators, counsellors cannot be denied, as their role is maybe even more important: they are the 'pivots' at the interface between the policy & strategies makers and the 'recipients' or the 'final beneficiaries', namely the adult migrants. Hence, the importance that these AE trainers to be trained, to acquire modern techniques, methods and tools that to make them able to facilitate a sensitive but efficient way of integrating migrants is obvious and requires no more justification.

The Art4Inc project, together with other similar projects, are necessary as they can support authorities and stakeholders in their effort to integrate migrants.

There is a need to do more for appropriate in-service training for adult education staffs working with groups on the margins of provision like adult migrants, where every day formal approaches are insufficient to address the skill needs.

There is high potential of adult migrants to integrate into society and economy and to make a lasting contribution in Europe if appropriate supports are put in place for them.

At the level of local communities there will be cost benefits derived from the implementation of the new Art4Inc developed model.

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This project has been funded with support from the European Commission. This publication and all its contents reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2017-1-DE02-KA204-004158