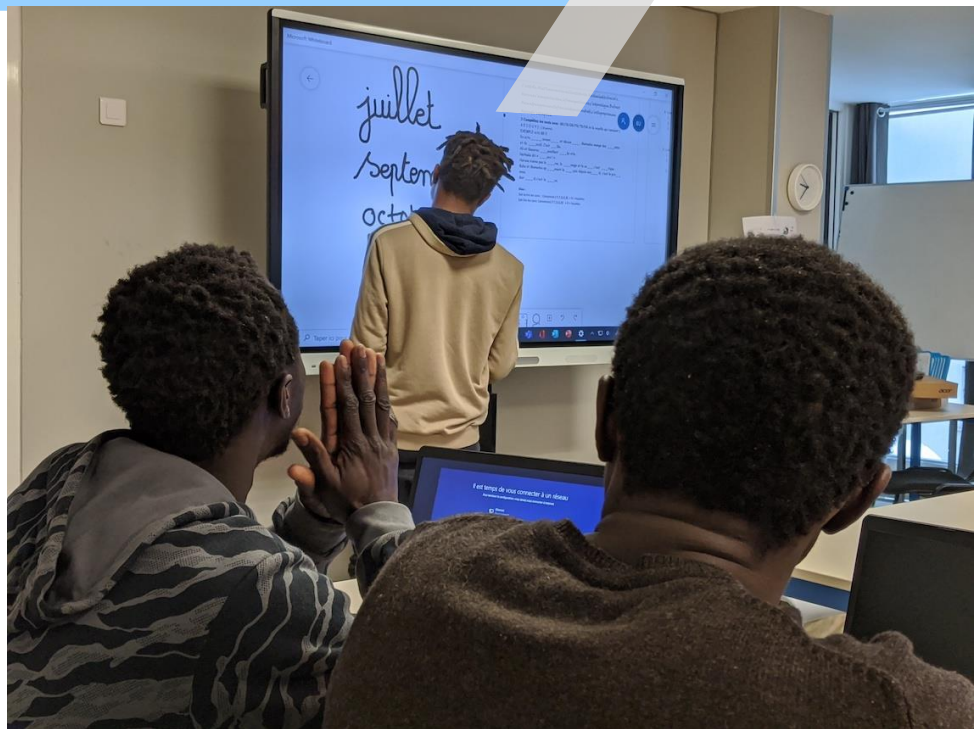


APPLIED POLICY PROJECT

Violette Nourry

April 2020

Improving Unaccompanied Immigrant Minors' Access to Education



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I would like to dedicate this report to all the people who are risking their lives crossing the Mediterranean Sea in their attempt to reach Europe every year. A special dedication for those who do not make it through.

Disclaimer

The author conducted this study as part of the program of professional education at the Frank Batten School of Leadership and Public Policy, University of Virginia. This paper is submitted in partial fulfillment of the course requirements for the Master of Public Policy degree. The judgments and conclusions are solely those of the author, and are not necessarily endorsed by the Batten School, by the University of Virginia, or by any other agency.

Honor Pledge

On my honor as a student, I have neither given nor received unauthorized aid on this assignment.

Violette Nourry

KEY TERMS & ACRONYMS

Acronyms

| Acronym | French meaning | English translation |
|---------|--|--|
| CDETB | | Children's Service of the City of Dublin Education and Training Board |
| CEFTP | Centre Educatif de Formation aux Travaux Publics | Educational Center for Public Works Training |
| EU | Union Européenne | European Union |
| LCS | Aide Sociale à l'Enfance | Local Children Services |
| NGO | Organisation Non Gouvernementale | Non-Governmental Organization |
| OECD | Organisation de Coopération et de Développement Economiques | Organization for Economic Coordination & Development |
| OPP | Ordonnance de Placement Provisoire | Order of Placement |
| UIM | Mineur Non Accompagné | Unaccompanied Immigrant Minor |
| UTOA | Un Toit Ou Apprendre | A Place Where you can learn |

Key Terms

Unaccompanied Immigrant Minors (UIM), also called unaccompanied children or separated children, are distinguished from asylum-seeking accompanied minors. Both cohorts constitute the broader category of immigrant children who arrive in Europe by sea.

Unaccompanied Immigrant Minors: “*children under 18 years of age who have been separated from both parents and are not being cared for by an adult who, by law or custom, is responsible to do so*” (Rania et al., 2014, p.293).

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EXECUTIVE SUMMARY

In France, the number of Unaccompanied Immigrant Minors (UIMs) has exponentially increased since 2015. Their number jumped from 50 to 950 in the city of Montpellier, which represents a thirteen-fold increase (UTOA, 2019). According to French law, UIMs are under the protection of Child Services until they turn 18 years old (Nourry, 2018). Before legally becoming adults, they should have access to different services, including the right to access education. However, research has shown that this access is limited for various reasons, from limited school capacity to enrollment time constraints (France Terre d'Asile, 2017; Vandenhoe, et al., 2011; InfoMIE, 2016; UTOA, 2018; ODAS, 2018).

My research has identified a major policy gap: **in France, too many UIMs fail to pass the mandatory aptitude test, which prohibits them from enrolling in an academic or professional training, and jeopardizes their immigration status when they turn 18.**

As this is a relatively new and evolving phenomenon, there is a huge lack of research and empirical data regarding the support provided to UIMs by European countries, let alone cross-countries comparisons (Vandenhoe, et al., 2011; Popov, Stureson, 2015; Koehler, Schneider, 2019). However, based on a review of the existing literature and field research completed in January 2020, this paper presents three alternatives to improve UIMs' access to education:

1. Maintain the status quo
2. Expand UTOA's school program
3. Create a vocational school

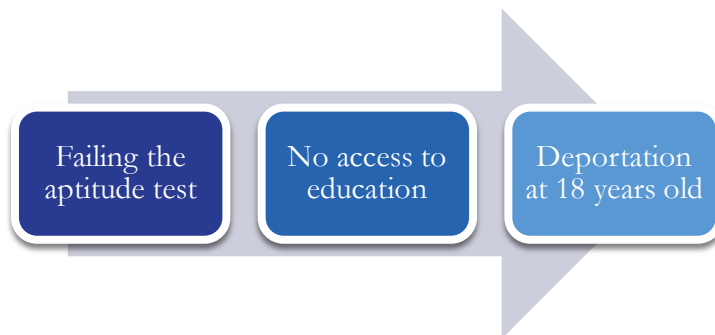
These options are evaluated on five criteria: equity at reaching the UIMs' population; effectiveness at improving UIMs' language skills, program completion rate, and immigration status outcomes; administrative feasibility of implementation; political feasibility of implementation; and direct costs.

I recommend Option 2: expand UTOA's school program. Among all of the alternatives, this option is the most equitable and feasible, and can be implemented at low cost. It will maximize UIMs' legal status outcomes, program completion rate, and language proficiency. This will primarily consist of hiring new staff members, creating an 8-week academic summer program, and increasing the number of weekly hours dedicated to learning French and math from 18 to 25 hours.

Implementing this option will require UTOA to follow a 6-step process: (1) funding, (2) hiring, (3) planning reorganization, (4) creating an introductory guide about education designed for UIMs, (5) implementing the summer program and the new schedule, and (6) monitoring and evaluating the program outcomes.

PROBLEM DEFINITION

Between 2015 and 2017, the number of immigrant children coming to France increased by 80%. Their number jumped from 18,000 individuals to more than 32,500 in only two years. While the increase slowed down in 2018 and 2019 (Escudie, 2019), public structures that are supposed to help Unaccompanied Immigrant Minors (UIMs) in France are still overwhelmed and incapable of providing quality assistance to them, including giving appropriate guidance regarding their academic or professional training enrollment. **In France, too many UIMs fail to pass the mandatory aptitude test, which prohibits them from enrolling in an academic or professional training, and jeopardizes their immigration status when they turn 18.** If they don't want to be deported when they turn 18, they have to prove that they were enrolled for at least 6 consecutive months in an academic or professional program that has a label of recognition from the French government.



Box 1: Mandatory Aptitude Test

The 2 to 3-hour test includes an evaluation of math and French writing, reading, and speaking skills. The test differs between francophone children, and those who learn it as a second language. Failure to passing the test precludes children from having access to education, and prevents them from receiving a French residence permit when they turn 18.



Source: InfoMIE, 2016

BACKGROUND

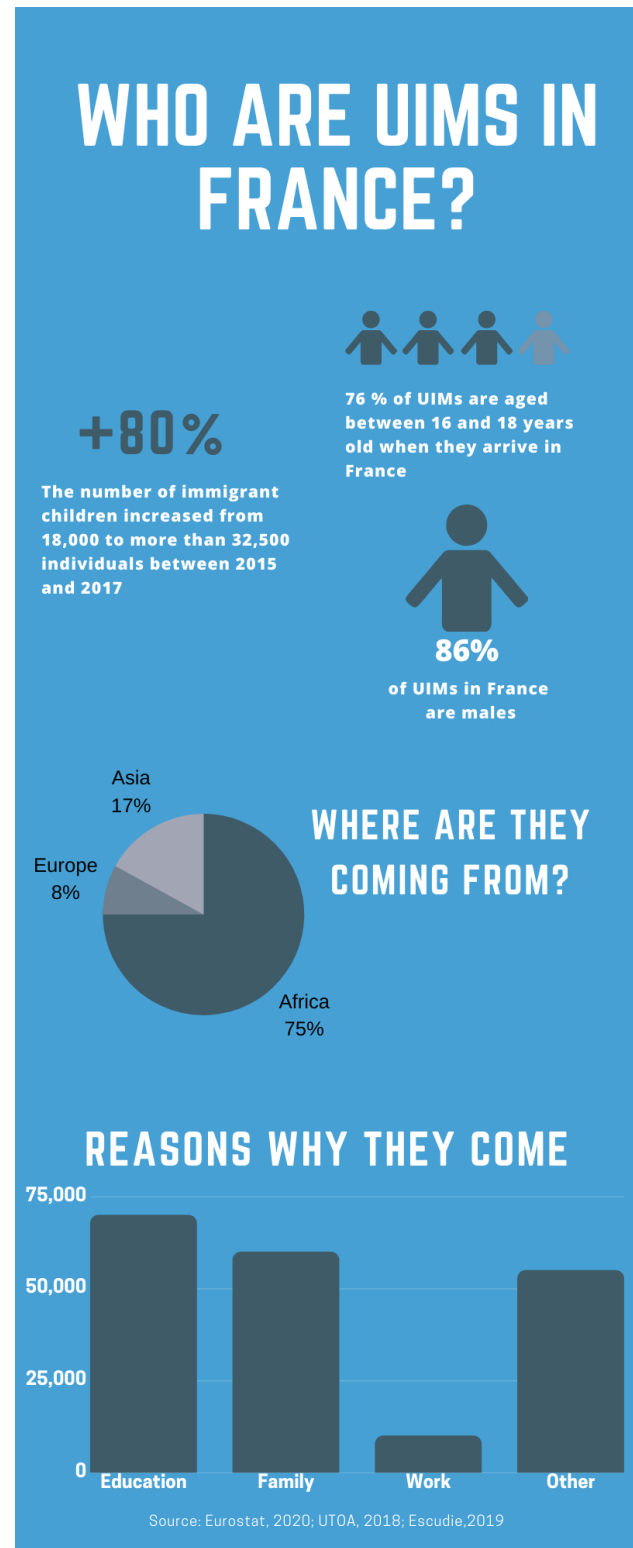
Current Context

Providing assistance to UIMs is a controversial issue in France. It is not a popular initiative within the civil society and is often criticized by right wing media and political figures, such as Marine Le Pen, leader of the National Rally (Vives, 2019). In addition, media tend to highlight stories about UIMs involving insecurity issues such as theft, drugs or physical abuse (Vives, 2019; Mouillot, 2020). Moreover, providing care to this population might be challenging, due to the psychological and/or physical trauma they endured before arriving in France (Bantsimba-Casrouge, 2016; Rania et al., 2014). The low political and public support added to the unusual profile of the targeted population (see figure 1) complicates the everyday work of social workers. LCS often lacks resources, including access to phones, computers, and facilities, to provide the best support to UIMs (InfoMIE, 2016). Additionally, UTOA's social worker spend half of their time dealing with administrative matters, such as appointments at the embassy, constitution of files to request legal immigration status, coordination with LCS, instead of helping UIMs adjusting to their new environment (UTOA, 2018; UTOA, 2019).

Law and UIMs' rights to education in France

From an international perspective, UIMs are protected by the Convention on the Rights of the Child of 1989. Ratified by France, this Convention gives sets of rights to all children, and states that the "*best interest of the child shall be a primary consideration*" (Chavez, Menjívar, 2010, p.77).

Figure 1: UIMs' Demographics¹



¹ More than a half of these children are coming from six countries: Afghanistan (16%), Eritrea (10%), Pakistan and Syria (7% each), as well as Guinea and Iraq (6% each).

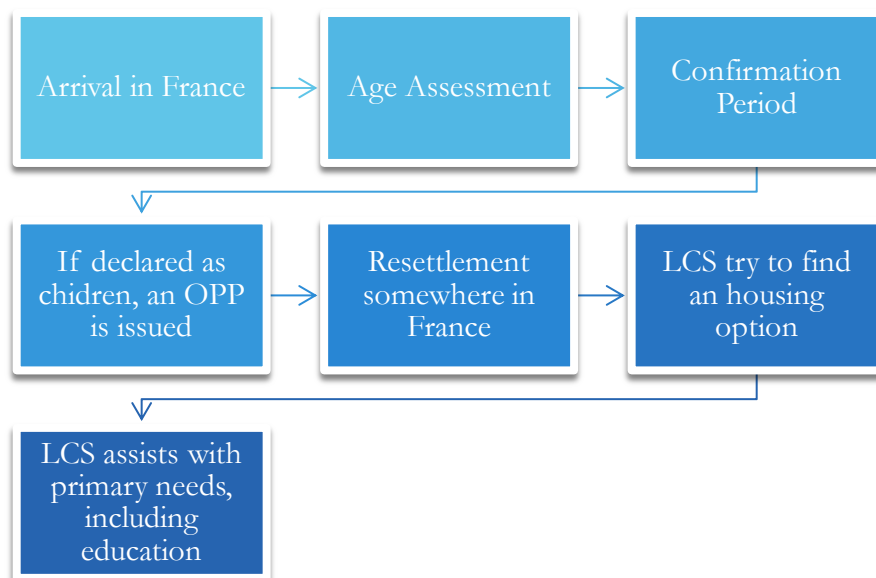
On a European scale, several laws protect UIMs and their right to education. According to section 2 of article 14 of the Directive 2013/33/EU of the European Parliament and Council, access to the education system shall not be postponed for more than 3 months from the date on which the application for asylum was granted. Section 1 of this same article also specifies that UIMs should be granted access to the education system ‘*under similar conditions as nationals of the host Member State*’ (InfoMIE, 2016).

On a national level, according to Article L.112-3 of the legal code regulating Social and Family Affairs and the law of May 31st, 2013, also called Taubira Law, any minor, regardless of their citizenship, has the right to be protected and legally remain in France until they turn 18 years old (Nourry, 2018). This means that UIMs are taken care of by the child protection system, which provides health, food, housing, and education services (InfoMIE, 2016; Nourry, 2018). However, the government does not currently have the necessary resources in terms of housing options and labor supply to provide this support to every UIM in France. As a result, most of UIMs are living alone in hotels, without supervision, or are left in the streets (Przybyl, 2016).

UIM Intake Process

The foster process before having access to education can be long (see Table 1). First, UIMs have to go through an age assessment before they are legally recognized as children. Then, the Child Protective Services headquarters, based in Paris, issues an Order of Placement (OPP) to resettle each UIM somewhere in France. It is only after the OPP is issued that the Local Child Services (LCS) can look for academic or professional opportunities for the children (ODAS, 2018).

Table 1: Unaccompanied Immigrant Minors intake process²



Source: ODAS, 2018

² The time frame for assessing age, confirming underaged status, and finding housing options can vary greatly between weeks and months. It is relative on a case by case scenario.

Review of existing programs (see Table 2)

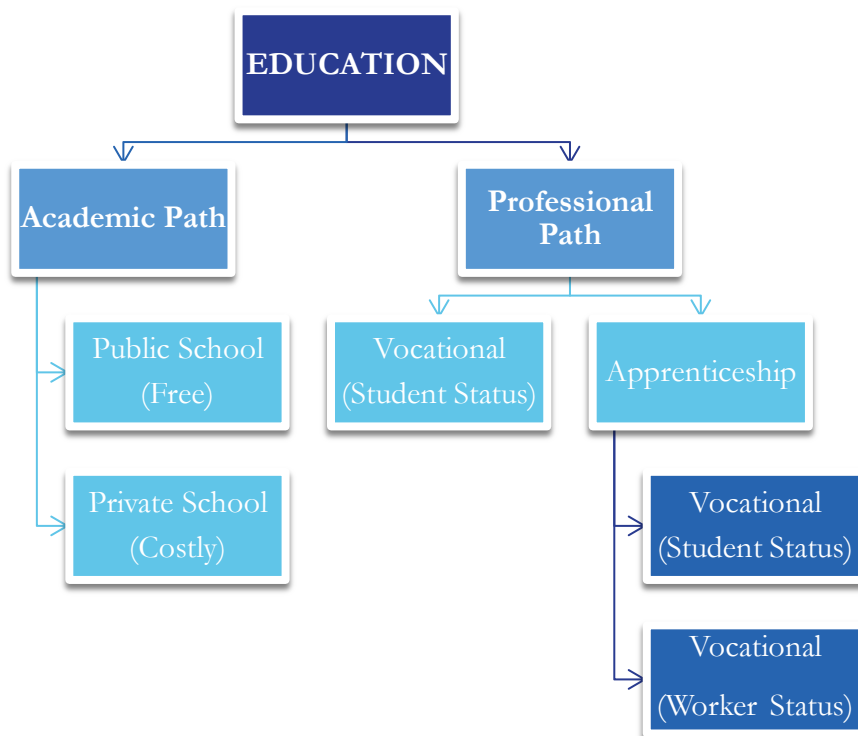
Academic Path

UIMs under the age of 16 have automatic access to public schools. Those above the age of 16 are evaluated to assess their language and education level. Pupils lacking sufficient proficiency in the French language are see their access to the academic path denied (European Commission, 2018). Even if they pass the test, their enrollment in public school depends on space availability and can take several months (ANESM, 2018).

Professional Path

This alternative consists of directing UIMs into pre-qualifying training programs to acquire professional competencies. They have to find a company that will hire them as apprentices. Most UIMs above 16 years old prefer this option because they can learn professional competencies and earn money at the same time. However, children have to meet certain requirements before being authorized to enroll in these types of programs (Lemaire, 2013).

Table 2: Education system in France



Source: ODAS, 2018; UTOA, 2019

My Client

My client *Un Toit Ou Apprendre (UTOA)* can be literally translated as A place where you can learn. This NGO, based in Montpellier (France), was created in 2015 to help the LCS in its mission to protect UIMs by providing services including housing, food and clothing, legal services, language classes, preparation for the aptitude test and extra-curriculum activities (UTOA, 2018).

LITERATURE REVIEW

The influx of UIMs in Europe, including in France, is a relatively new and quickly growing phenomenon. Therefore, there is a huge lack of research and empirical data regarding the support provided to UIMs by European countries, let alone cross-countries comparisons (Vandenhoe, et al., 2011; Popov, Sturesson, 2015; Koehler, Schneider, 2019). However, recent literature has sought to identify various practices that would provide access to academic or vocational training to immigrant children, including UIMs. Below, I explain different strategies that might address the problem of UIMs not having access to academic and/or professional training.

Improving UIMs' preparation prior to passing the aptitude test

The most common response to ensuring UIMs' integration and education in France is to orient them to a public school or a vocational training (InfoMIE, 2016). While children are automatically enrolled in a school when they are below 16, it is different for UIMs aged between 16 and 18. School is not mandatory after 16 in France, so if children do not have the required academic level, public schools and a certain types of vocational schools are not required to accept them (ANESM, 2018; Senat, 2019). To evaluate that level, the local administration organizes an aptitude test mandatory for every children arriving in France (InfoMIE, 2016; Senat, 2019). While there is no official data, reports from Karim Bouziane³, social workers working at UTOA or the LCS met in January 2020 showed that UIMs often fail this test, and are therefore unable to enroll either in a public school or a vocational training. To maximize UIMs' chances to get accepted into one of these structures, organizations developed programs to mentor and tutor UIMs to bolster their language and math skills (Lemaire, 2016; ANESM, 2018; Coleman & Avrushin, 2017). Studies show that while these programs help UIMs improving these skills, they do not boost them fast enough to recover from weeks, and sometimes years, of school interruption (Koehler, Schneider, 2019; Eurocities, 2017; UTOA, 2019, Lemaire, 2016). Indeed, according to our survey's results (see Appendix C), there is a great variation regarding school attendance among UIMs interviewed, prior to their arrival in France: it varies from 0 to 7 years. Despite mentoring and tutoring sessions, many UIMs still fail the aptitude test and find themselves without immediate academic or professional option (Lemaire, 2016; UTOA, 2018). According to reports from UTOA's social workers when we met in January 2020, around 1/3 of UIMs supported by UTOA find themselves without options. Therefore, international organizations and NGOs working with immigrant children advocate for increasing the number of hours dedicated to mentoring and tutoring sessions to a range between 400 and 600 hours spread over 6 months (UNHCR, 2019; Lemaire, 2013; ANESM, 2018; OECD, 2006). According to them, it is only through more training that UIMs can increase their skills, and in turn, their chance to get access to education

Failing to learn the language often makes it difficult for UIMs to perform in the academic setting (Coleman & Avrushin, 2017). Therefore, learning French is considered to be of primary importance among scholars in the development of these learning programs (Popov, Sturesson, 2015; Nilsson & Bunar, 2016; Santoianni, 2016; Coleman & Avrushin, 2017; ANESM, 2018; UNHCR, 2019). Studies in

³ UTOA's director

countries such as Germany and the Netherlands show that immigrant children significantly improve their language proficiency when they participate in a minimum of 600 hours of language classes over a period of 6-months (OECD, 2006).

Finding an Apprenticeship

When children fail the aptitude test, most educational structures become unavailable to them, because they do not meet the minimum requirements to get into either academic or professional schools (Lemaire, 2013). However, apprenticeship with a worker status is a professional training path that can still be an option for them if they fail the aptitude test, or even before passing it if that is the path they want to follow (see Table 2). This status has several benefits: it exempts them from passing the aptitude test, it allows them to start making money on their own and progressively become independent, and it helps them gain manual skills and become integrated within the local community (UTOA, 2019). Local Children Services and NGOs, such as UTOA, quickly developed partnerships and professional networks to increase the number of apprenticeship opportunities available. For instance, UTOA developed partnerships with *H & C Conseil* and *COMIDER*, two networks of local and national companies, to connect UIMs with bosses that are looking for apprentices. (UTOA, 2018; ODAS, 2018). Also, outside of formal networks, word of mouth is also relied upon to find apprenticeships. In a survey conducted in January 2020 by UTOA's social workers (see Appendix C), 68 % of UIMs interviewed explained that they looked for apprenticeship opportunities on their own with guidance from fellow UIMs.

However, getting access to this path is not that easy. First, UIMs need to find a boss that accepts to take them as their apprentice for several months. Due to the sharp increase in the number of UIMs in France, labor supply for this type of contract increased while the labor demand remains the same (ODAS, 2018; Koehler, Schneider, 2019). Additionally, access to these trainings might be delayed or refused because of the temporary juridical status of most UIMs. Authorizations to work as an apprentice are not automatically granted to minors who arrive in France after turning 16 years old. They need to demonstrate a real investment in their education and a true dedication to their integration within the society, through teachers and social workers testimony for instance, to get the authorization to start an apprenticeship (Lemaire, 2013). Here again, mastering French appears to be a crucial step. Therefore, having access to language classes to improve their language skills is a necessary step before applying to an apprenticeship authorization (Nilsson & Bunar, 2016).

Enrolling into learning programs developed by NGOs

Based on the body of research, it seems that when access to either academic or professional tracks are impossible, learning and training programs developed by NGOs are the only option for most UIMs (Santoianni, 2016; ANESM, 2018; Koehler, Schneider, 2019). The main benefit from these programs is that teachers work closely with UIMs to develop a curriculum adapted to their current mental health state, aspirations, and skills (Santoianni, 2016; ANESM, 2018). For instance, one of the current programs developed by UTOA's school consists in teaching specific French vocabulary used in a professional

setting. The goal is to help them understanding a professional contract on their own if they have the chance to find an apprenticeship (UTOA, 2019). Other NGOs, such as the *CIMADE* or *UNICEF*, offer free French lessons and teach topics that are not addressed directly in academic or vocational schools but are fundamental for UIMs' integration into the French society, such as French traditions, culture, secularism and citizenship (UTOA, 2018; ANESM, 2018; Lemaire, 2013; ODAS, 2018). In Ireland, the *CDETB* created holiday or summer camps in 2018 to promote their integration into Irish society. Results from this initiative are yet to be published (European Commission, 2018). In addition to tutoring sessions focused on teaching French, other organizations, such as *La Galipote* or the *Educational Center for Public Works Training*⁴ (CEFTP), develop their own vocational schools, recognized by the government, that specifically provide professional trainings to UIMs and help them to get working visas when they are 18 (ODAS, 2018). Both of these schools were created in 2017 and are still in an early stage of the development. Evaluation and initial results are yet to be conducted and determined (Association des dames de la Providence, 2014).

Based on these examples, organizations such as CNAPE (2018) are advocating for an increasing recognition by the French government of academic and professional initiatives developed by NGOs. Studies show that these programs significantly improved UIMs language and math proficiency. For instance, according to one UTOA's teacher, UIMs enrolled in her class demonstrated an impressive and significant increasing learning curve. After two months in the program, some of them were even able to successfully retake the aptitude test that they initially failed to pass. According to some experts, a recognition from the government could help strengthening partnerships with language centers and offer better support to UIMs' French learning process (ODAS, 2018; UNHCR, 2019). In addition to helping with academic studies, partners can be useful resources for professional and integration purposes (Santoian, 2016).

Takeaways

Based on the literature, there are several key takeaways and challenges to keep in mind when formulating different alternatives.

Tight Timeline

The literature reviewed demonstrates that each strategy currently offered is extremely time consuming. The intake process can take several weeks and even months in some cases. Time during which UIMs are unable to look for academic or professional opportunities. This is extremely problematic for a target population that needs to show at least 6 consecutive months of enrollment in a program when they turn 18, in order to legally remain in France (Nourry, 2018; Arnold, et. al, 2015; Senat, 2019; InfoMIE, 2016). Even when UIMs pass the test, schools face a shortage of available space to enroll them. Their enrollment is therefore delayed, and creates a waiting time that might jeopardize their immigration status when they turn 18 (ANESM, 2018; France Terre d'Asile, 2017).

⁴ Literal translation: *Centre éducatif de formation aux travaux public*

Mastering French

Each strategy seems to consider language learning and mastering to be of primary importance. Finding an apprenticeship or passing the aptitude test both require mastering a minimum level of speaking, reading, and writing skills in French (Popov, Sturesson, 2015; Lemaire, 2016; ANESM, 2018; Coleman & Avrushin, 2017). In several cases, it is only after demonstrating that they are actively working on improving their French that UIMs can have the authorization to start an apprenticeship (ANESM, 2018; Mairie de Paris, 2015). It is not surprising then that students who come from French-speaking countries adjust more quickly to their new environment (Coleman & Avrushin, 2017).

Legal Immigration Status as ultimate goal

According to an internal survey conducted by UTOA in 2018, 90% of UIMs interviewed said that getting their legal immigration status was their number one priority (UTOA, 2019). To achieve that goal, being enrolled for at least 6 consecutive months in a program officially recognized by the government is a necessary step (UTOA, 2018; Nourry, 2018). Any alternative offered to UIMs should have recognition from the government to ensure that it helps them get their residence permit when they turn 18.

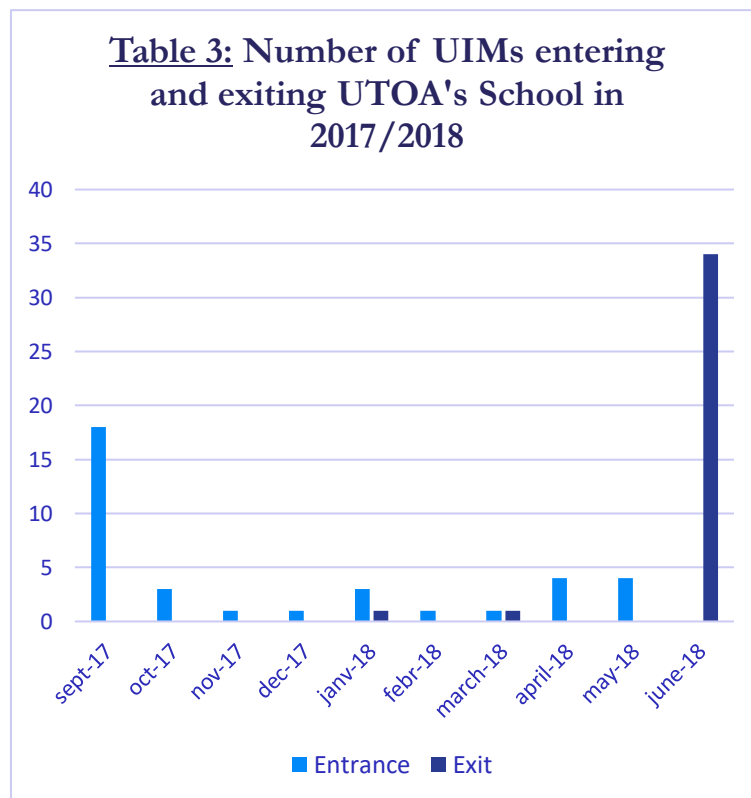
Limitations

There are two main limitations identified in the existing literature regarding UIMs and their access to education. First, as already stated at the beginning of the literature review, there is a lack of empirical data about UIMs in Europe. In France, when UIMs fail their aptitude test and cannot prove academic or professional training, they are deported to their home country (France Terre d'Asile, 2017; Vandenhoe, et al., 2011). Under these circumstances, it is complicated to conduct researches on UIMs and understand the reasons for their failure to the aptitude test (Harte, Herrera, Stepanek, 2016). Additionally, mental health seems to be overlooked in each strategy implemented. This is of particular concern when considering the fact that traumatic experiences can hinder the learning process. Studies showed that trauma can inhibit UIMs' short-term memory and their ability to acquire professional or academic competencies (Arnold, et. al, 2015; Bantsimba-Casrouge, 2016; Rania et al., 2014). Creating a strategy that takes into account mental well-being will ensure its positive impact and sustainability.

ALTERNATIVES

Option 1: Maintain the Status Quo

This alternative consists of continuing to provide French lessons, through the UTOA's school, to UIMs who already failed the aptitude test or didn't pass it yet. UIMs are divided in three different proficiency-based classes. One class focus on teaching French as a second language. The two other classes divide UIMs according to their level of expertise in French and focus on improving their proficiency in this language. Since its creation, UTOA's school enrolled 230 UIMs, and it currently employs two teachers that provide French classes for 18 hours per week (UTOA, 2018). During these sessions, UIMs study themes about the daily life of UIMs: French citizenship, health, orientation within the city of Montpellier, identifying useful objects, etc. The school started to teach 18 students in September 2017 and increased to 34 students in June 2017. As shown in the Table 3, only 2 UIMs left the structure in January and March, due to their transfer in public schools after passing the aptitude test. These results confirm the success of this initiative among the target group.



Source: UTOA, 2018

As of February 3rd, 2020, UTOA's school is officially recognized as an educational structure (see Appendix B). This label gives UTOA's school the legitimacy to give certificates of completion to UIMs enrolled, as long as the NGO develops and implements programs related to diversity promotion and citizenship in various high schools across Montpellier. UIMs will be able to use their enrollment in that school to secure a residence permit when they turn 18, as long as they remain enrolled for a duration of at least 6 consecutive months (UTOA, 2019; ODAS, 2018).

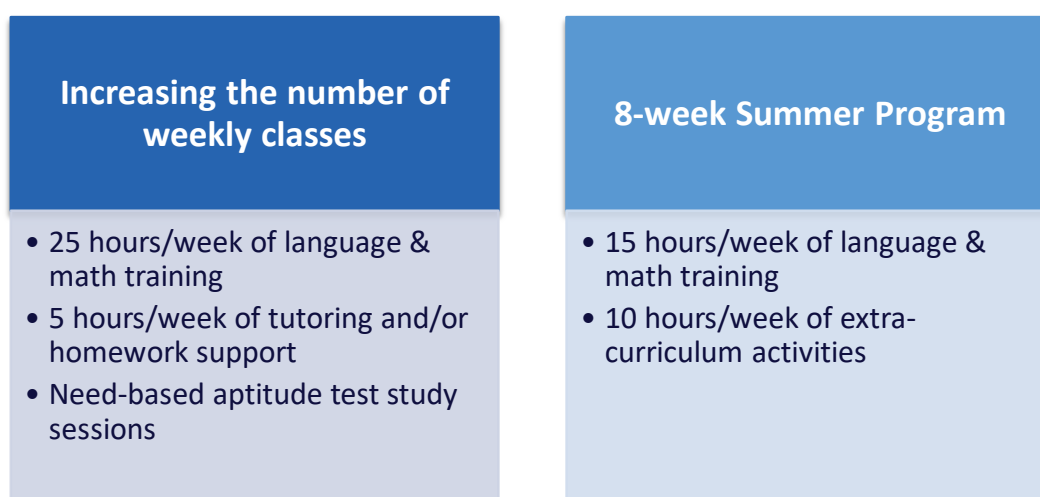
Option 2: Expand UTOA's School Program

This option expands the existing UTOA's school program by hiring new staff members, creating an 8-week academic summer program, and increasing the number of weekly hours dedicated to learning French and math.

Based on the literature, we discovered that there is a need for an option that is not time consuming for UIMs (Arnold, et. al, 2015; Senat, 2019). The existing offer does not match UIMs' needs, as it is not adapted to their short time frame to find and enroll in an academic or vocational training. On average, UIMs have less than 2 years to enroll in academic or professional training and apply for a residence permit when they turn 18 (France Terre d'Asile, 2018; InfoMIE, 2016). According to UTOA's social workers, over the summer a large majority of UIMs express their will to be in an academic or professional setting. This break curbs their chances to enroll in a program for at least 6 consecutive months. Creating an academic summer program led by UTOA's school will give UIMs the opportunity to enroll or continue their education throughout July and August. It will help UIMs to stay on track with the official education program (HRW, 2018; DIP, 2019), to improve their language and math skills, as well as increase their chances to get their residence permit when they become adults.

According to an internal survey conducted in 2018, 65% of UIMs interviewed expressed their interest in improving their French skills (UTOA, 2019). Additionally, according to a survey conducted in January 2020 among UIMs supported by UTOA (see Appendix C), 76% of this target group asked for more studying and training sessions in French and math. Increasing the number of hours of teaching from 18 hours/week, to a range of 25 hours/week will address these concerns. By increasing the number of weekly hours from 18 to 25, it will provide an additional 168 hours of training sessions scattered over six months. Expanding UTOA's school program will be facilitated by hiring additional staff members. This can be done in different ways: depending on available funds, UTOA could hire a third teacher to manage the summer program and help the other teachers with handling the additional training sessions. In case funding is an issue, UTOA's could have volunteers and/or unpaid interns from local universities to operate the 8-week summer program and support UIMs with 5 hours/week of tutoring sessions (Escafre-Dublet, 2014).

Figure 2: Description of the expanded UTOA's program



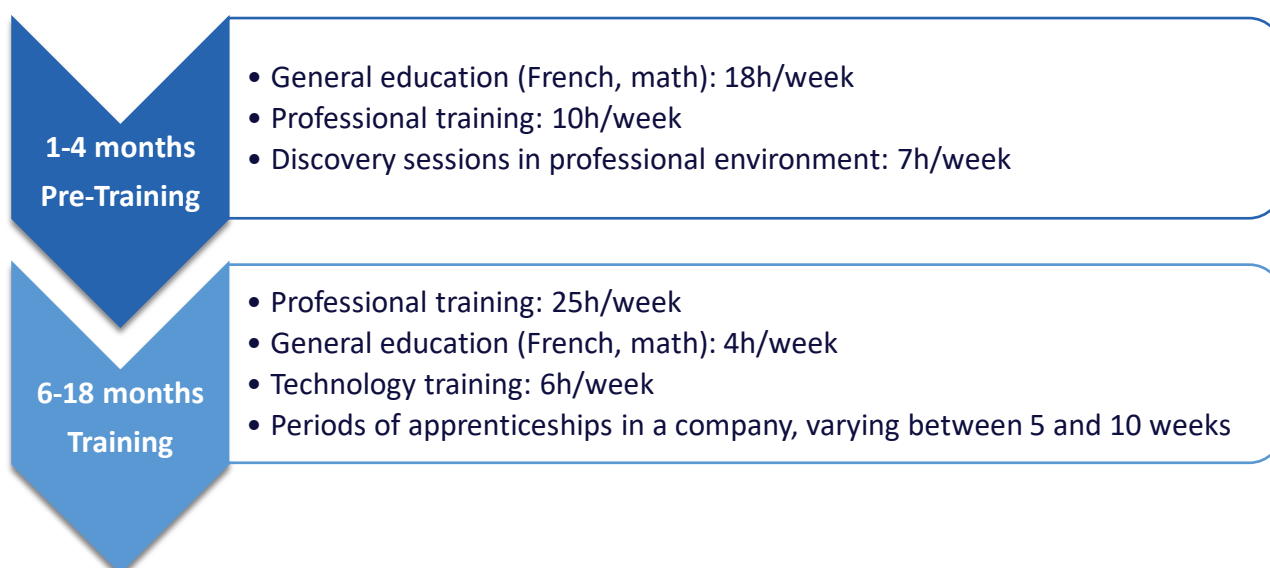
Option 3: Create a Vocational School

This option consists of creating a vocational school specifically designed for UIMs under the direction of UTOA. Being enrolled in this school will prove UIMs' investment in developing a long-term project in France and increase their chances to get a residence permit when they turn 18. According to an internal survey conducted by UTOA in 2018, 90% of UIMs supported by UTOA showed a deep interest in completing a professional training and getting a certification for it (UTOA, 2019). Therefore, there is a high demand for this type of vocational structure among the target group.

Similar initiatives are already developed in France by other organizations, such as *La Galipote* and the *Educational Center for Public Works Training* (CEFTP). They provide skills training in a wide range of fields such as plumbing, catering or ironworks for instance (ODAS, 2018; France Terre d'Asile, 2017; Association des dames de la Providence, 2014). The main asset of this specific type of vocational structure is that enrollment is not contingent on passing the aptitude test. UIMs enrolled in this program divide their time between the school and the company. Therefore, they officially have a worker status and not a student one, which exempt them from passing the aptitude test (UTOA, 2019). Additionally, these vocational schools offer enrollment in a short period: usually in the first 3 months after UIMs passed the administrative and medical examination that officially proved their minority status (ODAS, 2018).

UTOA is familiar with UIMs' short timeline during which they have to come up with a long-term project. UTOA will accommodate the vocational school's timeline to UIMs needs, which is why this program completion will oscillate between 6 and 18 months (UTOA, 2019). This school curriculum will include learning valuable professional expertise as well as developing key language skills (UTOA, 2019). Indeed, overcoming language-related problems have a positive impact on employment outcomes (EMN, 2018; European Commission, 2019; OECD, 2015; France Terre d'Asile, 2017).

Figure 3: Description of the Vocational school's program



CRITERIA

The criteria of **cost**, **administrative feasibility**, and **political feasibility** determine whether an alternative can be implemented or not. The criteria of **equity** and **effectiveness** are essential for this policy analysis. Each criterion, except for direct cost, will be evaluated based on a high, medium, low scale.

Equity

This criterion evaluates the degree of accessibility each alternative is to the different groups within the population of UIMs helped by UTOA. There are sixteen⁵ different types of citizenships represented among the targeted population. Some of them are coming from francophone countries while others never learned French before their arrival in France. Because francophone UIMs represent the majority of the targeted population, the primary focus will be to ensure that the alternative reaches every UIM who can speak and read French. A minority part of UIMs helped by UTOA are learning French as a second language. This criterion will measure if this part of the targeted population will be reached in the different options presented. While the current population helped by my client is mostly composed of young males aged between 16 and 18, we will make sure that each option includes every UIM, regardless of their age. In France, access to public education is not guaranteed after 16-year old. We will measure whether an option takes into consideration the different rights children have before and after they turn 16. As for now, my client does not have to provide housing or other services to female UIMs. They represent a minority portion of the UIM population in France and because they are considered more at risk than males, they are usually being placed in fostered homes instead of under UTOA's authority. Chances are extremely low that females will be placed under my client's authority so we are choosing to not include gender as an evaluation criterion for this analysis. A low level of equity will mean that teachers do not have non-francophone UIMs in their class. A medium level of equity means that both francophone and a small number of UIMs whose French is not their first language have access to the program. A high level of equity means that both francophone and a small number of UIMs whose French is not their first language are equally represented within the program.

Effectiveness

This criterion will measure each option's effectiveness in three fields: long-term outcome, language proficiency, and program completion. The number of UIMs arriving in Europe, including in France, significantly increased in the past 5 years. As a relatively recent phenomenon, there is not a lot of data currently available regarding UIMs' access to education in France. Despite this challenge, I will use internal surveys from UTOA as well as findings from my research on the field in January 2020, and existing data similar programs and initiatives to project each alternative's effectiveness. A low effectiveness means that there is a status quo and that long-term outcomes, language proficiency, and the rate of program completion did not improve. A medium level of effectiveness means that there will be a small increase in the number of UIMs getting a residence permit, teachers will measure a small language proficiency improvement overall, and there will be a small increase in the number of UIMs completing their academic or vocational training. A high level of effectiveness will mean that the number of UIMs getting a residence permit will significantly increase, teachers will measure a significant

⁵In 2017 and 2018, countries represented at UTOA are: Guinea-Conakry, Guinea-Bissau, Mali, Ivory Coast, Senegal, Tunisia, Central African Republic, Democratic Republic of Congo, Cameroon, Algeria, Morocco, Albania, Pakistan, Bangladesh and Afghanistan (UTOA, 2018)

improvement in language proficiency among students, and the rate of program completion will also significantly increase.

Administrative Feasibility

This criterion evaluates the administrative feasibility for UTOA to implement each alternative. I will reach out to my point of contact and ask him to rate each alternative according to this criterion. As UTOA's director, my point of contact was several times confronted with administrative standards when developing and implementing programs for the organization. His field experience gives him the necessary level of insights to evaluate alternatives' administrative feasibility. A low feasibility means that the option is impossible to implement. A medium feasibility means that the alternative will be difficult to implement but that the administrative challenges do not inhibit its implementation. It will probably involve high bureaucratic costs, such as long processing time for instance. A high feasibility means that the alternative will be easy to implement and that the administration will not pose a problem in the implementation phase of the alternative.

Political Feasibility

This criterion evaluates the political feasibility for UTOA to implement each alternative. Similarly, to the administrative feasibility criterion, I will ask my point of contact to rating each alternative according to this criterion. Tensions are currently occurring between Montpellier mayor's office, the local administration⁶ and the LCS regarding UIMs' support in Montpellier. They have different priorities and this resulted in points of friction on several occasions. My client's work depends on the LCS and its willingness to send UIMs to them so that they will be under UTOA's responsibility. The local administration is also in direct communication with my client regarding UIMs access to academic or vocational schools. Therefore, assessing the political feasibility of each alternative is essential to determine if an option is doable or not. A low feasibility means that the option is impossible to implement. A medium feasibility means that the option will be difficult to carry out and will require discussions and several compromises between the different parties my client has to work with. Some parties involved might be reluctant in supporting the implementation of the alternative. A high feasibility means that the alternative will be easy to implement because it is aligned with every party's political interests.

Direct Costs

Projecting costs of each alternative will help my client to make an informed decision regarding the organization's budget request. First, I will determine cost based on UTOA's social workers' hourly wage and the time UTOA's staff will be implementing each alternative. I will discuss with my client to determine how many hours will be required for the staff to implement each option. Then, I will evaluate the cost of any equipment needed for each alternative. I will do so by using online websites and asking my clients if they have previous retail and commercial partnerships. Costs will be displayed in euros.

⁶ This local administration is called *Conseil Départemental* in French. It is the equivalent of the administration in charge of local affairs in a county in the United States.

FINDINGS

Option 1: Maintain the Status Quo

Equity: Medium

This option scores medium on equity because it currently reaches 34 male students, both francophone UIMs and UIMs who do not master French as their first language. As of today, UTOA's school develops four different classes based on the different levels of proficiency in French. All students, regardless of their initial language proficiency level, can have access to adequate teaching support. We forecast this trend to continue as it is.

Effectiveness: Medium

Long-term outcome: Low

Based on interviews with UTOA's school teachers, we project that the label of recognition will encourage $\frac{3}{4}$ of students to maintain their enrollment to an average of 6 months or more. Since February 3rd, 2020, UTOA's school is officially recognized as an educational structure. This recognition from the government might alone improve long-term outcomes for UIMs enrolled in UTOA's school. Students enrolled for at least 6 months in UTOA's school and that demonstrates a long-term project will meet the minimum requirements to apply to the residence permit when they turn 18. On average, in 2017, students enrolled in UTOA's school stayed less than 5 months; and in 2018, students stayed enrolled approximately 3 months on average. This decrease is explained by the arrival of new students in the school in early 2018 (UTOA, 2018).

Language proficiency: Medium

Under this option, language proficiency scores medium as the two teachers will continue to provide French classes for only 10 to 16 hours per week. According to the literature, dividing classes into sections based on the level of language proficiency can effectively improve students' learning curve (Popov, Stureson, 2015; Lemaire, 2016; Coleman & Avrushin, 2017; Koehler, Schneider, 2019). However, findings from a survey conducted among UIMs in January 2020 (see Appendix C) show that 76% of UIMs interviewed asked for more academic training, especially French lessons.

Program completion: Medium

The effectiveness of this option regarding program completion is rated as medium. During the 2017/2018 academic year, only 2 students over 34 left the structure before the end of the program. During the 2018/2019 academic year, UTOA's school experienced an increase in the number of students dropping the program before the end of the academic year (UTOA, 2018). According to several UIMs and social workers interviewed, this increase is in part explained by an academic time frame that does not match UIM's constraints. The impossibility to continue or start the program in summer might prevent them to prove at least 6 months of school's enrollment to the French administration.

Administrative Feasibility: High

This option scores high, as it does not require any change from an administrative standpoint. UTOA's school already has the authorization to operate as an educational infrastructure and to provide a certificate of completion. According to our client, no operational changes are anticipated.

Political Feasibility: High

Given that this option is already in place and does not require additional action, we rate this alternative as being highly politically feasible. Even though tensions emerged between the Mayor's office, the local Child Services and the county's administration regarding the support provided to UIMs in Montpelier, our client estimates that they do not affect programs that are currently implemented.

Direct Costs: None

Another important criterion to assess to evaluate the feasibility of this policy is the cost of its implementation. Because this is the currently implemented policy by UTOA, economic and human costs, as well as opportunity costs, of such option, are low compared to other alternatives. It does not require new infrastructure or training sessions and workers are already hired for the job.

Pros: No cost and easy to implement as it doesn't require any policy change

Cons: Not as effective as other option at improving language proficiency and long-term outcomes, as well as increasing the program completion rate

Option 2: Expand UTOA's school program

Equity: High

This option scores higher on equity than option 1 because it is expected to reach more UIMs than the status quo. Indeed, by expanding the program, the number of available spots at UTOA's school will rise and therefore increase uptake. Similarly to option 1, it will continue to reach both francophone and UIMs who do not master French as their first language.

Effectiveness: High

Long-term outcome: High

Based on estimates from the literature and our client's evaluation, this option is projected to increase by 25% the number of students enrolled in UTOA's school during the first three years of implementation. In Portugal, encouraging schools and parental engagement improved UIMs integration within the local community (Harte, Herrera, Stepanek, 2016). Under this option, UTOA's school will develop and implement programs related to diversity promotion and citizenship in various high schools across Montpellier. This will facilitate UIM's long-term integration within French society.

Language proficiency: High

Based on surveys' results and the body of research, this option scores high on language proficiency, as it is projected to improve UIM's French speaking, writing and reading skills. Implementing this alternative will require increasing the weekly number of hours from 18 hours to 25 hours during the first year of implementation. Previous studies showed that improving immigrant children's language proficiency requires their participation to an average of 450 hours of language classes (OECD, 2006). By increasing the number of weekly hours from 18 to 25, it will provide an additional 168 hours of learning spread in 6 months.

Program completion: High

This option scores high on program completion, as it will adapt the current school's schedule to UIM's needs. Among the 34 UIMs enrolled in UTOA's school, only 2 minors dropped the program before the end of the academic year (UTOA, 2018). Based on the survey's results (see Appendix C) and interviews with social workers, this option is more effective at improving UIMs program completion's rate than the first option because it will allow them to enroll or continue their education throughout summer.

Administrative Feasibility: Medium

This option scores medium on administrative feasibility, as it consists of expanding an already existing program. According to our client, UTOA's school already got the legal authorization to operate, so it is unlikely that implementing this option will be difficult on an administrative standpoint. Increasing the number of hours will not require an outstanding amount of effort and work by UTOA's school staff.

Political Feasibility: Medium

This option carries moderate political feasibility. Expanding the already existing program involves additional costs to offer additional language classes and to provide better training to the aptitude test. Requesting funding might encounter some political opposition and will likely require advocacy work.

Direct Costs: 29,874.5 €

This alternative requires investing 29,874.5 euros in the first year of implementation. These costs include the hiring and training process as well as one teacher's salary. The annual cost for the following 5 years is forecasted to be an average of 25,800 euros, each year to pay salaries. An alternative for UTOA to save this fixed cost would be to replace the teacher by volunteers or unpaid interns. See Appendix A for details on this projection.

Pros: Highly effective at improving language proficiency, long-term outcomes, and increasing the program completion rate; respect UIMs' tight timeline; low cost

Cons: Effectiveness estimate is based solely on projections, and is not guaranteed

Option 3: Create a vocational school

Equity: Low

This option scores medium on equity, as it does not equally reach francophone and UIMs who do not master French as their first language. UIMs will need to attain a certain level of language proficiency before being offered this vocational school's access. This level of proficiency will be measured by UTOA's school teachers based on a pre-existing evaluation rubric.

Effectiveness: High

Long-term outcome: High

Based on the literature, this option is projected to effectively facilitate UIMs' transition from school to work, and therefore increase their chances to get a residence permit when they turn 18 (Koehler, Schneider, 2019). Indeed, in 2017 in France, 7 over 10 people looking for a job found one in the immediate time after the obtention of a certification from a vocational training (UTOA, 2017). Also, this option will be officially recognized by the government as a structure delivering professional training. As such, it will be possible for students enrolled for at least 6 consecutive months in this school to meet the minimum requirements to apply to a residence permit when they turn 18.

Language proficiency: High

Based on the evaluation of programs developed in Stockholm, Helsinki, Tampere, Oslo, Hamburg and Tilburg, which all combined vocational education and language courses (Eurocities, 2017), we project this alternative to effectively improve UIMs language skills. Indeed, UIMs enrolled in this program will divide their time between learning valuable professional expertise, on the one hand, and develop key language skills, on the other hand. UIMs will benefit from language preparatory programs specifically designed for this population, i.e. develop and learn French as a second language.

Program completion: High

This vocational school will have the capacity to welcome 30 UIMs per year on average (UTOA, 2019). According to a survey conducted in 2018 among the 80 UIMs under UTOA's supervision, 90% of them wanted to enroll in vocational training and obtain a certification (UTOA, 2019). Based on these findings, we project a high rate of program completion among the 30 UIMs enrolled each year in this vocational school.

Administrative Feasibility: Low

This option scores low on administrative feasibility because despite having the project written and ready for submission, it entails a relatively long administrative and implementation process. Processing and approval processes might take several months, depending on the number of projects being evaluated. This projection is based on the time it took, i.e. almost two years, for UTOA's school to get a label of recognition from the French administration.

Political Feasibility: Low

This option scores low on political feasibility because helping immigrants, including unaccompanied children, is politically contentious in France, including in Montpellier. According to our client, Montpellier's politicians are currently prioritizing housing when it comes to responding to UIMs needs. They will likely only fund and support projects related to providing safe housing to UIMs. Therefore, advocating for an educational project in the current political climate has low chances to succeed. Yet, the upcoming mayor's election, put on hold due to the current Coronavirus threat, might change this projection if a new mayor, with different interests, is elected.

Direct Costs: 380,084 €

This alternative requires investing 380,084 euros in the first year of implementation to rent facilities, pay salaries and buy appropriate material to teach professional activities the first year (UTOA, 2019). From 62.88 euros, UTOA will charge 76.75 euros per UIM per day, which represents a 22% daily increase in the budget. The following year, the structural cost is estimated to be 303,176.31 euros to cover rent and salaries. Some of these costs could be covered by the companies hiring UIMs as part-time workers under this program. See Appendix A for details on this projection.

Pros: Highly effective at improving language proficiency, long-term outcomes, and increasing the program completion rate; Improving UIMs' financial independence

Cons: Low administrative and political feasibility; Relatively high-cost compared to other options

OUTCOMES MATRIX

| | Option 1 | Option 2 | Option 3 |
|----------------------------|----------|------------|--------------|
| Equity | Medium | High | Low |
| Effectiveness | Medium | High | High |
| Administrative Feasibility | High | Medium | Low |
| Political Feasibility | High | Medium | Low |
| Costs Year 0 | 0 € | 29,874.5 € | 380,084 € |
| Costs Year 1 | 0 € | 25,800 € | 303,176.31 € |

RECOMMENDATION

Option 2: Expand UTOA's School Program

We move to implement the expansion program to offer additional spots in the school, more language classes, better academic support, and legal recognition of the program to UIMs. UTOA's school's existing program already provides useful resources to UIMs. Based on the preceding analysis and survey results, it seems that expanding the program will reach more UIMs and help even more those already enrolled in the school. This option will ensure that the designed curriculum will maximize individual academic and legal status outcomes.

Limitations

We recognize that this recommendation has some limits. For instance, given the very limited data on this topic, there is a large uncertainty associated with our estimates. Moreover, it will not retroactively provide a certificate to UIMs that were previously enrolled in the school. Also, the current exceptional context, with the Coronavirus, might change our client and political priorities in supporting UIMs in France.

IMPLEMENTATION

The school expansion program will only be successful if implemented effectively. Below, I detail crucial considerations regarding the implementation process, including key stakeholders and their perspectives, next steps to implement, as well as a worst-case scenario analysis.

Stakeholders

A plurality of stakeholders, with various interests and constraints, are involved in moving the recommendation forward. First, UTOA's staff, including social workers, teachers, and the direction, will be involved in implementing each of the following steps. During "curriculum re-organization" and "funding" phases, UTOA will closely work with the Children's Services⁷, the local administration, the Senghor Space⁸, representatives of the Education Department, as well as the targeted population. This cross-agency cooperation will ensure that the implementation process goes as smoothly as possible and will prevent the apparition of tensions between services.

Next Steps

Step 1: Funding Process

The first step will be to present the decision memo and/or executive summary of this APP to the local administration and advocate for additional funding. These funds will be used to pay for additional staff and hours worked to implement the program. This step might take several weeks to several months before being completed, due to relative long processing time in French administrations. For instance, it took one year and a half for to get the label of recognition from the administration.

Step 2: Hiring Process

Based on funding approval, the second step will consist of hiring new staff to implement the summer program. If funds are allocated, UTOA will hire a new teacher. If not, UTOA will hire unpaid interns and/or volunteers to support the new program. Finally, UTOA could use the "civic service" program developed in France to hire young people with relevant experience and education, for a lower cost, to help teachers implementing the program.

Step 3: Planning Reorganization

The third step will be to plan the re-organization of UTOA's school schedule in concertation with other key stakeholders. First, the creation of a summer program should be of primary importance, as it will provide education to UIMs throughout the entire year, without interruption. Then, UTOA should discuss ways to reorganize the weekly schedule with an increase from a range of 10 to 15 hours, to a range of 16 to 20 hours of classes per week. During this brainstorming session, UTOA will create a report detailing the new schedule for the summer and throughout the year.

Step 4: Creating an Introductory Guide about education

Based on survey results (see Appendix C) and social workers' statements, we identified the lack of preparation and information about the aptitude test as a key feature explaining the high rate of failure to the test. For this reason, we moved to add the creation of an introductory guide about education destined to UIMs as part of the implementation process. This guide will be created from insights provided by teachers, social workers, and UIMs, so it would cover essential information UIMs need to know about

⁷ This structure is legally responsible for every UIM in France.

⁸ This actor administrates the aptitude test.

access to education in France. This guide would be presented as a graphic novel to make it more accessible to the public. First versions would be available in French and English, and translations in other dialects will be explored if this pilot program is successful. This guide might include topics such as:

- A detailed timeline from UIMs' arrival in France to the moment they become adults.
- A strategic summary explaining what happens when they turn 18, and educational/vocational requirements to obtain a residence permit.
- The definition of key terms often used by social workers and the Child Services
- The presentation of key stakeholders such as the Child Services, UTOA, etc...
- A list of requirements to fulfill to have access to a vocational training or a public school
- A presentation of the aptitude test, with samples of French/math exercises typically included in the test

Step 5: Implementing the Summer Program & New Schedule

Once the funding and the staff secured, UTOA's school will move to implement the summer program and the new schedule. The staff will distribute the introductory guide to every student enrolled in the school.

Step 6: Monitoring & Evaluation

Throughout the first year of implementation, UTOA will monitor UIMs progress regarding education. After a year of implementation and a summer program, UTOA will evaluate the program, using: the number of UIMs under UTOA's supervision who passed the aptitude test, the number of UIMs who studied before passing the test, the number of UIMs enrolled in UTOA's school, the number of UIMs enrolled in UTOA'S school summer program, the number of UTOA's school students who secured a residence permit when they turned 18.

Worst Case Scenario Analysis

There are two important risks to consider due to their likeliness:

No additional funding

UTOA only relies on public funding, and getting additional funds is not guaranteed. If the proposal is rejected, UTOA will have to rely on unpaid interns to implement the summer program. Similarly, UTOA will need volunteers to provide additional language classes.

Coronavirus

The current health emergency added various challenges to UTOA and its staff. UIMs cannot attend a school or vocational training, which can ultimately harm their legal status. Teachers should consider alternatives to in-person classes and create online content with a list of exercises and assignments that UIMs could do from home if they have access to the internet.

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APPENDIX A

Cost Analysis

This section provides additional details and transparency on cost estimates calculations.

Assumptions and Limitations:

1. Estimates of option 2 costs are based on very limited data. These estimates should be considered rough projections.
2. Costs of option 3 for Year 0 are based on a detailed 5-pages budget sheet shared by UTOA. The table below is a summary of this sheet written in French. Projections for year 1 are calculated from these estimates.

Option 2: Expand UTOA's School Program

Cost of paying 1 teacher for 1-year school program to develop and implement a summer program and additional language classes:

The range of monthly salary for a teacher of French as a second language varies between 1,950 euros and 2,350 euros for 35 hours of work/week, including fringe benefits.

Teacher annual salary (Low grade) = $1,950 \times 12 \text{ months} = 23,400 \text{ €}$

Teacher annual salary (High grade) = $2,350 \times 12 \text{ months} = 28,200 \text{ €}$

Teacher annual salary (on average) = $(23,400 + 28,200) / 2 = \mathbf{25,800 \text{ €}}$

Cost of hiring and training process:

In France, the hiring process takes between 2 and 5 weeks on average, and costs between 3,000 € and 10,000 € (Talentprogram, 2020). Based on previous hiring process and generated costs at UTOA, we estimate that hiring a new teacher would take 2 weeks and 3,000 euros. Then, it will take an estimated of 2 more weeks for the new employee to be understand UTOA's summer program, language classes, and expectations. The teacher will work 35 hours a week and the average hourly wage is 15.35 euros.

Total cost = $3,000 + (35 \times 2) \times 15.35 = \mathbf{4,074.5 \text{ €}}$


Option 3: Create a Vocational School

Cost of renting facilities, buying materials, and hiring 2 vocational teachers for 1-year school program to teach valuable skills in masonry and building maintenance (UTOA, 2019):

| Prestation | Year 0 | Year 1 |
|---|--------------------|-------------------|
| Total Group I <i>Furnitures, External Services (...)</i> | 84,629.61 € | 21,480 € |
| Total Group II <i>Salaries, Taxes (...)</i> | 181,216.31 € | 181,216.31 € |
| Total Group III <i>Insurance, Rent (...)</i> | 114,238 € | 100,480 € |
| Total Annual | 380,083.92€ | 303,176.31 |

APPENDIX B

Letter granting the label of recognition to UTOA's School





**académie
Montpellier**

RÉGION ACADÉMIQUE
OCCITANIE

MINISTÈRE
DE L'ÉDUCATION NATIONALE
ET DE LA JEUNESSE

MINISTÈRE
DE L'ENSEIGNEMENT SUPÉRIEUR,
DE LA RECHERCHE
ET DE L'INNOVATION





Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

REÇU LE
10 FEV. 2020

Montpellier, le **03 FÉV. 2020**

La rectrice de la région académique Occitanie
Rectrice de l'académie de Montpellier
Chancelière des universités

à

Monsieur le président de l'association
UTOA
Résidence les Cyclades
646, rue d'Alco
34080 Montpellier

Pôle services
Supports et experts

Division Vie Educative des Elèves
des Ecoles et des Etablissements

Chef de division DV4E
Thierry Meslet

**Animation éducative des écoles et
des établissements**

Affaire suivie par
Samia Djedoui

Téléphone
04 67 91 48 92

Courriel
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Reclorat de Montpellier
31, rue de l'Université
CS 39004
34064 Montpellier
Cedex 2

Monsieur le président,

Votre dossier de demande d'agrément a été examiné par le conseil académique des associations éducatives complémentaires de l'enseignement public (CAACEP) le jeudi 19 décembre 2019.

Compte tenu de son avis, j'ai décidé d'accorder cet agrément pour une durée de cinq ans à compter de ce jour, pour le territoire du département de l'Hérault, au titre de l'action suivante :

- intervention pendant le temps scolaire, en appui aux activités d'enseignement conduites par les écoles et les établissements scolaires.

Je vous rappelle cependant que cet agrément ne vous dispense pas d'obtenir l'autorisation du chef d'établissement ou du directeur d'école pour vos interventions.


De plus, vos interventions doivent toujours être effectuées en présence d'un membre de la communauté scolaire.

Il vous appartiendra de me transmettre, chaque année, une liste des écoles et des établissements scolaires dans lesquels votre association est intervenue ainsi qu'un rapport d'activité sur les points pour lesquels vous recevez cet agrément.

En outre, vous devrez me signaler tout changement affectant l'association : changement des intervenants et des membres du conseil d'administration, modifications de statuts, etc.

Cet agrément pourrait vous être retiré s'il s'avérait que vous n'en respectiez pas les termes.

Je vous prie d'agréer, Monsieur le président, l'expression de ma considération distinguée.



Béatrice Gille

**POUR L'ÉCOLE
DE LA CONFIANCE**

APPENDIX C

Survey & Results

Informations personnelles (facultatif) :

NOM :

Prénom :

Age :

Pays d'origine :

Nombre d'années passées à l'école avant l'arrivée en France :

Date d'arrivée en France :

Date de passage du test d'aptitude de mathématiques et français délivré par l'espace Senghor :

Quel projet d'avenir envisagez-vous ?

- ☐ Ecole
- ☐ Formation qualifiante
- ☐ Autre :

.....

Connaissez-vous le test d'aptitude délivré par l'espace Senghor ?

- ☐ Oui
- ☐ Non

Savez-vous pourquoi vous devez passer ce test ?

- ☐ Oui
- ☐ Non

Est-ce que vous vous êtes préparé à passer ce test ?

- ☐ Oui
- ☐ Non

Si oui, comment ?

.....
.....

Quels sont les exercices qui vous ont le plus posé de problèmes ?

- ☐ Langue – partie écrite
- ☐ Langue – partie orale
- ☐ Mathématiques

A votre avis, comment améliorer vos chances de réussir le test ?

- ☐ Guide d'information sur le contenu et les enjeux du test
- ☐ Cours de français et mathématiques avant le test
- ☐ Plus de temps de préparation avant le test
- ☐ Autre :

.....
.....

Est-ce que vous avez fait des recherches et trouver des formations professionnalisantes de votre côté ?

- ☐ Oui
- ☐ Non

Si oui, lesquelles ?

.....
.....

Que pensez-vous de l'accompagnement éducatif délivré par l'école UTOA ?

- ☐ Satisfaisant
- ☐ Non satisfaisant
- ☐ Non concerné

Si non satisfaisant, pourquoi ?

.....
.....

Que pensez-vous de l'accompagnement éducatif délivré par les éducateurs d'UTOA ?

- ☐ Satisfaisant
- ☐ Non satisfaisant

Si non satisfaisant, pourquoi ?

.....
.....

| Demographics | | | | | | Long-term project | | Do you know the aptitude test? | |
|--------------|------|-------------------|---|---------------------------|-----------------------------------|-------------------|-----------------------|--------------------------------|----|
| Respondants | Age | Country of origin | Number of years in school before coming to France | Date of arrival in France | Date of passing the aptitude test | School | Professional training | YES | NO |
| 1 | 15.5 | Guinea | 7 | 12/26/2018 | 02/19/2019 | | X | X | |
| 2 | 17 | Guinea | 1 | February 2018 | 2018 | | X | X | |
| 3 | 16 | Guinea | 3 | | | | X | X | |
| 4 | 16 | Mali | 0 | 2018 | 2018 | X | | X | |
| 5 | 16 | Mali | 0 | 11/19/2018 | 2018 | X | | x | |
| 6 | 18 | Cote d'Ivoire | 0 | 10/12/2017 | | | X | X | |
| 7 | 17 | Cote d'Ivoire | 6 | 2018 | Juanuary and June 2018 | X | X | X | |
| 8 | 17 | Guinea | 6 | November 2018 | sept-19 | X | X | X | |
| 9 | 18 | | 5 | 01/25/2018 | juin-18 | X | | X | |
| 10 | 16 | Guinea | 6 | / | / | X | X | X | |
| 11 | 17 | Guinea | 6 | / | févr-19 | X | | X | |
| 12 | 16 | Algeria | 7 | oct-18 | / | | X | | # |
| 13 | 17 | Bangladesh | 6 | janv-19 | / | | X | X | |
| 14 | 16.5 | Guinea | 3 | 12/27/2017 | / | | X | X | |
| 15 | 17 | Gambia | 3 | mars-19 | / | | X | | # |
| 16 | / | / | / | 2017 | 2017 | | X | X | |
| 17 | / | Guinea | 4 | mars-18 | mai-19 | | X | X | |
| 18 | 16 | Guinea | 0 | 2018 | 2018 | | X | X | |
| 19 | 16 | Cote d'Ivoire | / | déc-18 | févr-19 | X | | X | |
| 20 | / | Guinea | 7 | mai-19 | / | | X | X | |
| 21 | / | Burkina Faso | 6 | 2018 | / | | X | X | |
| 22 | / | Mali | / | 2018 | Twice in 2018 | | X | X | |
| 23 | / | Mali | / | 2018 | 2018 | | X | X | |
| 24 | / | Burkina Faso | / | mars-18 | 2018 | | X | X | |
| 25 | / | Burkina Faso | 4 | déc-18 | / | | X | X | |

| Do you know why you have to take the test? | | Did you study before taking the test? | | What parts did you have the most trouble with? | | | On your opinion, what do you need to increase your chances to pass the test? | | | Did you do some research on you own to find a professional training? | |
|--|----|---------------------------------------|----|--|------|-------|--|---------------------------|-----------|--|----|
| YES | NO | YES | NO | Writing | Oral | Maths | Information Guide | Additional Study/Training | More time | YES | NO |
| | ⌘ | | ⌘ | X | | | | X | | X | |
| X | | X | | | X | | | X | | X | |
| X | | | ⌘ | | | X | | X | | | ⌘ |
| | ⌘ | | ⌘ | | | X | | X | | X | |
| | ⌘ | | ⌘ | X | | | | X | | | ⌘ |
| X | | | ⌘ | X | | | | X | X | X | |
| X | | X | ⌘ | | X | X | | X | X | | ⌘ |
| X | | | ⌘ | | | X | X | X | X | | ⌘ |
| X | | | ⌘ | | | X | X | X | X | X | |
| X | | | ⌘ | X | | | X | X | X | X | |
| | ⌘ | | ⌘ | X | X | X | X | X | X | | ⌘ |
| | ⌘ | | ⌘ | X | X | X | X | X | X | X | |
| | ⌘ | | ⌘ | X | | | | | X | X | |
| | ⌘ | | ⌘ | | | | | | X | X | |
| X | | | ⌘ | X | X | X | X | X | | X | |
| X | | X | | X | | | X | | | | ⌘ |
| X | | | ⌘ | | | X | | | | X | |
| X | | | ⌘ | | | | X | | X | | ⌘ |
| X | | | ⌘ | | | X | | X | | X | |
| X | | | ⌘ | | | X | | X | X | X | |
| | ⌘ | X | ⌘ | | | X | | X | X | X | |
| X | | | ⌘ | X | | X | | | X | X | |
| X | | | ⌘ | | | X | | X | | | ⌘ |
| X | | | ⌘ | | | X | | X | | X | |

| What do you think about the UTOA's school support? | | | What do you think about the support provided by UTOA's social workers | |
|--|---------------|---------------|---|---------------|
| Satisfied | Not Satisfied | Not Concerned | Satisfied | Not Satisfied |
| | | X | X | |
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