

Background material for:

*Valuing diversity:
guidance for labour market integration of migrants*
Cedefop Working paper No 24

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Case studies

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CHAPTER 1.

General structure of the main questionnaire for the case studies

1.1. Instructions

Please answer the questions below. These concern interesting cases of guidance practice for the labour market integration of immigrants from non-European Union (EU) countries (third countries) or of countries with transitional status under the Schengen agreement (such as Bulgaria and Romania).

Within a context of general programmes and methodologies aimed at immigrants, the study focuses on three highly vulnerable groups among the third-country immigrants:

- (a) youth attempting to enter the labour market;
- (b) unemployed low-skilled;
- (c) low-skilled women.

(Please note: Cedefop is aware that, in some countries, the most dramatic integration issues may occur in regard to groups originating within the Schengen space. Should you deem it relevant to address practices directed at communities originating within the Schengen area, but with pressing integration concerns due to a substantive recent raise in inflow, please do so.)

The cases must be clearly supported by methods used in guidance: we request that information about the guidance activities, their aims and potential impacts is provided.

The cases can be situated in schools, employment services, private firms, local authorities or third-sector (non-profit/civic organisations) providers. It is desirable that cases correspond to practices implemented in one or more locations/organisations and do not merely provide a description of national programmes and their general targets.

The cases may correspond to:

- (a) long-standing actions, as long as they are still functioning;
- (b) recent actions (from 2008 onwards);
- (c) actions that have already taken place, as long as they were completed after 2008.

The break year 2008 aims to account for recent practices, developed in the new context of migrations after the beginning of the economic crisis.

The cases quoted should:

- (a) describe interesting guidance activities that target difficulties in labour market integration of immigrants;
- (b) target migrant youth in search of work or unemployed migrant adults in search of work or training to increase their employability;
- (c) exceed or complement the scope of basic obligatory programmes for newly-arrived immigrants, such as introductory language courses;
- (d) be supported by a national or regional initiative coordinating efforts between different agents.

Given the focus of the study, it is of special interest that practices:

- (a) highlight multicultural methodologies;
- (b) empower and cooperate with immigrant networks;
- (c) are aimed at immigrants, with weak social networks or communities recently established in the country;
- (d) include methods that address gender-specific issues.

1.2. Coordination and cooperation

1.2.1. Country/region of practice

- (a) Date of commencement and duration (please state approximate dates, if exact are not easily available; if the practice is still running, please state it).
- (b) Please state the policy field(s)/sector in which the practice is being developed (education, vocational education and training (VET), higher education, public employment service (PES), third sector/non-profit, support to employers. If necessary, state more than one field/sector and give a short explanation of the trans-sectoral nature of the practice).
- (c) What are the objectives and expected outcomes of the action? (Please identify the main purposes and outline the desired results/impact. Which are the main target groups and why? Describe briefly).
- (d) Which policy rationale, programme or framework is the practice based on? (Please describe the policy context briefly and the reasons underlying the action. Also outline the identified needs of migrants that the action specifically aims to address, duration of the action, funding scheme of the action, specific legislative references, ministries/departments involved).
- (e) Which stakeholders and key actors are involved in initiating and carrying out the action? Specify if action involved networking with migrant communities, joint development of activities and workgroups with associations or any other type of outreach activity (please describe the cooperation between the

different players such as unions, associations, PESs, and specify their role and contribution to implementing the action, such as increasing access of migrant communities, assessment of migrants' needs, identification of potential clients. Please indicate if a national guidance forum has/has not participated in the organisation of this practice).

1.2.2. Activities and methodologies

- (a) What are the activities involved? (Please refer to the list in Chapter 2 for assistance in the identification of activities. Describe any strategy that may have been used to generate adaptation of the activities to the characteristics of the target group).
- (b) Please provide a brief description of the guidance methodologies used to implement each activity with clear reference to any adaptations to target group characteristics. You can use Table 1 to insert this information (use of this format is non-compulsory).

Table 1 **Activities and methodologies**

Practice	Activities developed (see reference)	Methodologies used in activities		Required trained practitioners (Y/N)
		General	Migrant-specific	

NB: Chapter 2 provides a reference guide for guidance activities.

- (c) Which are the immigrant groups targeted by this practice and what are its objectives (facilitate cultural integration, grant access to specific services)? Is it compulsory for all or some of the immigrant groups? You can use Table 2 to insert this information.

Table 2 **Groups targeted**

Group	Activities	Objective	Compulsory (Y/N)

- (d) Is there a specific underlying theory on which the practice is based? If this is the case please refer to the name of the theory/author or give a very brief outline of its main concepts.

1.2.3. Access

- (a) Which mechanisms are used to identify potential clients for this practice and advertise it to its target groups (outdoors, community outreach, mediators, announcing on websites, translated leaflets)?
- (b) Do these activities support access to, or benefit from, other systems aiming at the integration of migrants (validation of qualifications and skills, job centre services)?

1.2.4. Quality assurance

- (a) Who were the persons/professionals involved in providing the service and what was their professional background/training? (Please specify what kinds of professionals were involved in each stage in the case of integrated/cooperative approaches; if team work occurred, please describe what were the backgrounds of the professionals involved and what were the roles they played in the practice).
- (b) Did any of the practitioners involved (counsellors, advisors, mediators) have specific training in multicultural approaches/guidance methodologies for immigrants? (If so please describe the type of training and if it was provided to practitioners as part of this practice).
- (c) What requirements or measures were in place to ensure the quality of the practices (tools and methodologies used, practitioner skills, cultural audit of practices, guaranteeing the engagement of stakeholders and professionals, correct application of funding/resources)?
- (d) What mechanism has been established to monitor the outcomes of the activities? Specify the type (follow-up activities aimed at assessing employment results, rise in qualifications of immigrants, better work opportunities, qualitative improvement in social and economic integration).
- (e) How have results been disseminated and/or mainstreamed? (Briefly describe measures taken to promote the results of the action at local, regional and/or national level. Is there sufficient indication of transferability to other contexts/target groups? Have the results been fed into national, regional or local policy and decision-making mechanisms to influence future policy design and related action?).

1.2.5. Outcomes

- (a) What results have been achieved? (For already completed actions: please synthesise the final results and assess, if possible, against the original objectives how successful the action was. For continuing actions: please indicate the interim results and assess, if possible, how likely it is that the action will meet the original objectives when completed).

- (b) If you believe the practice has failed to achieve its objectives, or part of them, please provide examples of what could have been improved, to make it more effective.
- (c) How has this practice contributed to support:
 - (i) third-country (non-EU) and non-Schengen area immigrants in general terms: please note, if you deem it relevant to address the case of a community originating within the Schengen area, but with pressing integration concerns, you are free to do so (for example, in raising knowledge and skills for integration such as understanding of culture, language, social skills, self-awareness; in reinforcing and making use of immigrant networks to improve guidance provision and employability of immigrants; recognition of foreign qualifications or skills acquired outside the receiving country; reduction of overqualification and low skill-usage/improving matching of immigrants' skills and the requirements of jobs);
 - (ii) specifically the groups below (if specific measures or impacts existed):
 - migrant youth (reducing the share of migrant youth not in education, employment, or training (NEET) (NEET rate); generating equity between nationals and foreign-born children in access to learning opportunities and the labour market; reducing early leavers);
 - lower-skilled/qualified migrants (increasing employability, entrepreneurial competences and job stability);
 - migrant women (reducing the negative impact of gender-role stereotypes; increasing access to employment and/or training services adapted to the culture of origin gender conventions).
- (d) Do you believe there were any gaps in the coverage of the practice? If so, please specify (for example groups that were not covered and could have benefited from the practice, activities or methodologies, that could have been integrated to better fit the needs of the publics).
- (e) (In your opinion) which are the specific characteristics of the action that potentially make it qualify as interesting guidance practice on supporting labour market integration of migrants?
- (f) Any other information you wish to highlight about this guidance practice.

1.2.6. Contact details of the respondent

Mrs/Ms/Mr	
First name and surname	
Organisation	
Postal address (street and street number, city, postal code, country)	
Telephone	
E-mail	
Internet	

CHAPTER 2.

Reference for guidance activities

Informative activities	
Signposting	Ensuring that people have accurate information about all the relevant agencies and the guidance services they provide and are therefore able to select the most adequate sources for their needs. Signposting is an important issue in access to guidance services and can be migrant-specific by responding to linguistic limitations and by concentrating relevant information in immigrant-specific services.
Informing	Providing information about opportunities concerning work, education, training or other, without discussing the merits or relevance of each option. Once again, linguistic adaptation and placement of information is of particular importance for migrant services.
Advising	Helping individuals and groups to interpret information and choose the most appropriate options. Cultural relativity starts to be important in this activity to establish critical bridges between different culturally-based valuing systems. Advising must incorporate care for the specific world-view of migrant groups and the way it can articulate with local systems.
Developing career management skills	
Counselling	Working with individuals to help them discover, clarify, assess and understand their own experience and to explore the different alternatives available as well as strategies for implementation. Methods that privilege career adaptability are important in generating migrant-targeting in this activity. More than simply reflecting on potentials, the counselling sessions should bring a sense of integrated past experience, full of meaning that enables the individual to make use of her/his specific qualities to define learning and career development paths. Counselling must allow for contextualisation of the career path and understanding of the person's position relative to the specific obstacles of her/his own migrant experience, allowing the development of self-confidence and stability and surpassing any feelings of inadequacy and self-stereotyping. Narrative interviews are frequently used to this end. Role-play activities can be of great value, as can intercultural conflict resolution.
Mentoring	Offering individuals and groups support to help them overcome personal barriers and realise their potential. Mentoring activities are highly influenced by the skills, value, systems and personality of the mentor, as well as his/her ability to act as role models. Mentoring aimed at immigrants must be highly communicative with the value frame of reference of the targeted culture. Providing culturally non-communicative role models, potentially offensive or uninteresting for other cultures will result in a non-effective and awkward experience.

	Successful mentoring is often achieved in immigrant communities by electing role models willing to cooperate and who originated in the communities ('successful immigrants').
Assessing	Helping individuals to obtain an organised and structured understanding of their personal, educational and vocational development to allow for informed judgments of the relevance of opportunities presented (in work, training). There is an array of assessment methods, such as psychological tests (as in the general aptitude test battery) and skills portfolios. Although some of these methods are little influenced by cultural variables (such as identifying technical competences), some others are, such as testing for personality types or types of intelligence. Care must be taken to account for cultural effectiveness of the tests and to derive meaning from their results to the individuals (as with vocational interests). Culturally sensitive value clarification methodologies should also be used.
Teaching	Planned and systematic progression of learning experiences to enable learners to acquire knowledge, skills and competences. In guidance, teaching aims at promoting the acquisition of career managing skills, such as producing curriculum vitae (CV) and presentation letters, job search methods, time management techniques, and interpersonal communication techniques. The development of career management skills (CMS) can be important for migrants given the low knowledge that they can have of the receiving country's labour market conventions. Further, they might need to develop objective and self-critical attitudes towards settled habits and behaviours, to understand better the effect they have on others. This requires particular sensitivity of trainers to cultural difference and very comprehensive needs assessment to correctly target the sessions.
Sampling	Providing work experience, work trials, learning tasters and other experiences that enable individuals to gain direct experience, thus clarifying their decisions. Job shadowing is a common way of giving people first-hand experience of professions. Sampling can be coordinated with teaching by inserting sampling moments in training sequences or mixing training moments into sampling experiences. Sampling can often lead to mutual interest from trainee and employer and give rise to a traineeship opportunity in a firm, perhaps to employment. For migrants, this type of experience can be particularly important as a door-opener into the world of work, also informing about aspects of the work culture that might be more or less in line with particular cultural valuations.
Direct support and capacity building	
Enabling	Supporting individuals and groups in dealing with organisations providing or influencing employment and learning opportunities. For newly-arrived immigrants, enabling can be of great importance, given linguistic barriers, low knowledge of the receiving country's institutions and the weakness of their social networks. These activities are often successfully developed in cooperative structures involving organisations from education and employment as well as local

	authorities.
Advocating	Negotiating directly with organisations on behalf of individuals or groups for whom there may be additional barriers to access. Advocating is a step further than enabling and can be important for immigrants. Practitioners will effectively mediate many of the relationships that immigrants will establish with a number of local agents and defend or argue for their rights. Under the scope of public services, this is not usually part of guidance services, due to the high percentage of illegal immigrants that require this type of service. It is more common that public provision is indirectly involved through cooperation with third sector organisations.
Networking	Establishing links with individuals and organisations to support and enhance guidance provision. This can be important for immigrant communities, since it addresses two fundamental points: coordination between public services/administrative levels to develop policy coordination (such as VET entities, councils and PES); capacity building in immigrant groups by cooperating with immigrant associations to develop guidance skills among staff, and help develop adequate tools. Networking also increases knowledge of specific qualities and problems among immigrant groups (see feedback below).
Gathering critical information and assuring	
Following up	Keeping in touch with individuals after guidance interventions, to assess if further guidance is needed and of what type, direct outcomes from sessions, the career progress of individuals, and opinion about services. Follow-up procedures can be held at distance, through telephone or online questionnaires. They are a very important part of quality assurance for guidance, given that they provide direct evidence of the effects of the service and their adequacy for different publics. A good follow-up system helps tune services provided to migrants.
Feeding back	Gathering and collating information on the needs of individuals and groups and encouraging provider opportunities to respond by adapting their provision. Strongly connected to networking, successful feedback mechanisms can be developed in migrant communities with direct involvement of elements of that community, especially trained to act as mediators. Focus groups resorting to moderators with cross-cultural skills can also good feedback.
Managing	Creating and implementing coherent guidance programmes, ensuring stability and development, while assuring the relevance of provision and the quality of material, knowledge and human resources (HR), with regular and structured assessment. Management benefits from a solid quality assurance system based in effective follow-up and feedback mechanisms. A very important aspect of management in the case of migrant-targeted approaches is the issue of sustainability, since many initiatives have limited financing ('integration programmes') and do not incorporate mechanisms that ensure retention of guidance methods by agents that can guarantee

	continuity of the provision.
Innovating/ systems change	Supporting the development of activities and underlying methodologies as well as management practices to improve the quality of provision. Innovation requires the establishment of quality assurance systems with common criteria and is strongly related to regional and national initiatives. Concern for target group specificity should allow, for example, successful peer-learning between providers/systems.
Short reference list	
Signposting	Ensuring that people have accurate information about all the relevant agencies and the guidance services they provide and are therefore able to select the most adequate sources for their needs.
Informing	Providing information about opportunities concerning work, education, training or other, without discussing the merits or relevance of each option.
Advising	Helping individuals and groups to interpret information and choose the most appropriate options.
Counselling	Working with individuals to help them discover, clarify, assess and understand their own experience and to explore the different alternatives available as well as strategies for implementation.
Mentoring	Offering individuals and groups support to help them overcome personal barriers and realise their potential.
Assessing	Helping individuals to achieve organised and structured understanding of their personal, education and vocational development to allow for informed judgments on the relevance of opportunities presented.
Teaching	Planned and systematic progression of learning experiences to enable learners to acquire knowledge, skills and competences.
Sampling	Providing work experience, work trials, learning tasters and other experiences that enable individuals to gain direct experience, thus clarifying their decisions.
Enabling	Supporting individuals and groups in dealing with organisations providing or influencing employment and learning opportunities.
Advocating	Negotiating directly with organisations on behalf of individuals or groups for whom there may be additional barriers to access.
Following up	Keeping in touch with individuals after guidance interventions, to assess if further guidance is needed and of what type, direct outcomes from sessions, the career progress of individuals and opinion about services.
Networking	Establishing links with individuals and organisations to support and improve guidance provision.
Feeding back	Gathering and collating information on the needs of individuals and

	groups and encouraging provider opportunities to respond by adapting their provision.
Managing	Creating and implementing coherent guidance programmes, ensuring stability and development, while assuring the relevance of provision and the quality of material, knowledge and HR, with regular and structured assessment.
Innovating/ systems change	Supporting the development of activities and underlying methodologies as well as management practices to improve the quality of provision.

CHAPTER 3.

Case studies

3.1. Case study 1: programme of Hessen *Migrantinnen fit für den Arbeitsmarkt (PiA)*

Country/region of practice	Frankfurt a.M., Germany
Date of commencement and duration	The action started in 2006, has run since then and will be extended on a year-to-year basis (individual average participation of five months)
Policy field(s)/sector	VET

3.1.1. Coordination and cooperation

The main purpose of the action is to support migrant women recipients of unemployment supplement under social code book two (*Arbeitslosengeld II*) (ALG II) to integrate in the first labour market ('Erster Arbeitsmarkt', free labour market, without subventions) according to their qualifications. Women's qualifications vary considerably and not all are recognised in Germany. Some of the women have finished school or professional education in their own countries. They will be empowered to be able to take positive steps for their labour market integration.

The programme has combined funding from national authorities and the European social fund. It relies on cooperation between job centres, employers and private employment agencies. The cooperation with the job centre and other non-profit local organisations (beramí, jump) carries benefits to all organisations involved and creates synergies.

3.1.2. Activities and methodologies

The action pursues an individual-based method called 'socioeconomic consultancy', which includes the following activities, designed to suit the specific target group:

- (a) in-depth initial interview;
- (b) assessment week (analysis of the current situation);
- (c) profiling (vocational orientation);
- (d) enquiring about vacancies;
- (e) computer classes;
- (f) profiling of the own competences;

- (g) German classes;
- (h) application documents and application training;
- (i) parallel actions: face-to-face counselling and vocational coaching;
- (j) in cases of special needs, the team designs additional tailored activities;
- (k) individual coaching and group coaching sessions.

The action was awarded the European enterprise award 2011.

3.1.3. Groups targeted

Group	Activities	Objective	Compulsory (Y/N)
Migrant women aged 25 to 55, recipients of ALG II	All the activities mentioned above		N
	In-depth initial interview	Find out if the project fits with the needs of the person	N
	Assessment week	Analysis of current situation	N
	Profiling	Vocational orientation	N
	Enquiring about vacancies	Analysis of the job market	N
	Computer classes	Improvement of computer skills	N
	German classes	Improvement of German language skills	N
	Application documents and application training	Preparation of application documents	N
	Individual coaching and group coaching sessions	Guidance and counselling	N

3.1.4. Access

The following were used to publicise and generate greater access of the target group to the initiative: flyer, website, cooperation with the job centre, word of mouth recommendation, printed public relations, internet and social media, consultation and advice activities of beramí and jump.

3.1.5. Quality assurance

The personnel involved in the activities specialise in andragogy, consulting, economics, labour market analysis, marketing, HR management, intercultural competences, often own experience of migration. Requirements for practitioners

include: at least one year experience in advice, guidance and counselling of migrants, own migration experience, intercultural training.

The action's main objective is to ensure sustainable results. This is supported by continuous communication between the project partners, by the use of information technology-based communication tools such as a database with exchange modules for practitioners, and by clear target agreements concluded with participants. These target agreements are forwarded to the PESs, so that they are official documents where positive steps for integration into the labour market are described.

Monthly monitoring reports are produced and sent to the local job centre; a yearly monitoring report is produced for the city government of Frankfurt, with statistics and database/periodical database updates.

The following tools are used for diffusion of results: PIA newsletter (three to four times a year), monitoring reports, dissemination in print media and the internet, congress with stakeholders and HR managers of companies, networking, dissemination in other newsletters.

3.1.6. Outcomes

In 2012, 175 women were involved in the activities; 77.6% successfully completed the action. In addition, 26 work in the first labour market, five are self-employed, six undertook a traineeship, 37 are in vocational education activities, eight attend a vocational school, and eight are in company-based vocational training.

A total of 70% of the women are third-country nationals, so the project specifically supports third-country national women to integrate them into the labour market. One of the main objectives is to ensure adequate employment according to their skills.

Because PIA is targeted at women, it contributes to the reduction of gender-role stereotypes.

In spite of its general success, PIA has some potential areas for improvement:

- (a) it cannot meet the needs of illiterate women or those with major trauma (such as coming from war regions);
- (b) the action does not offer specific vocational German language training;
- (c) in some cases, a more intensive approach to individual needs might be necessary.

One of the specific strengths of the approach is that the design of the modules is flexible and many activities are tailored to specific needs in a heterogenic group. Joining is possible at any time.

3.1.7. Contact details of the respondents

Mrs/Ms/Mr	Ms
Name and surname	Zorica Erceg
Organisation	beramí berufliche Integration e.V.
Address	Burgstraße 106, 60389 Frankfurt
Telephone	+49 699 130 10 47
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3.2. Case study 2: adaptation programme and intensive Estonian for unemployed immigrants

Country/region of practice	Estonia
Date of commencement and duration	The practice is still running
Policy field(s)/sector	Integration

3.2.1. Coordination and cooperation

The adaptation programme supported by the Integration and Migration Foundation Our People (MISA) is designed for those third-country nationals of legal status. The programme is a training course commissioned by MISA and developed by Tallinn University in 2009 with the purpose of developing the socioeconomic coping abilities of immigrants.

The programme is divided into three components:

- (a) learning the Estonian language;
- (b) lectures and tours introducing the life, culture and values of Estonian society;
- (c) preparation for employment.

The language courses are a subject to the Estonian integration strategy 2008-13 and its implementation plans (subject field of the Ministry of Culture). The key participants in this practice are the MISA and private sector (language schools).

3.2.2. Activities and methodologies

The training comprises knowledge of the institutions, laws, history, country and culture of Estonia including customs and values of society, aimed at the labour market integration of individuals (65 hours). The adaptation programme is offered in English and Russian.

Besides the civic module, one of the fundamental components of the adaptation programme is language learning. The purpose is to teach Estonian language to the adult European third-country nationals (or to people without citizenship) with fewer opportunities (the unemployed, people with low salaries, retired people, stay-at-home mothers, the disabled). The course consists of 364 hours of basic Estonian teaching aimed at the desired initial language level (A2).

Further language learning is offered in the form of a language club. This supports each student according to their individual language abilities, thereby creating a friendly environment in which people with different needs and abilities can feel equally secure. For those who wish to apply for long-term residence in Estonia, further possibilities are offered to learn the language to B1 level.

Practice	Activities	Methodologies used in activities		Required trained practitioners (Y/N)
		General developed (see reference)	Migrant-specific	
Estonian language courses		General language teaching methodologies	In the course of training, the migrants get an insight into Estonian history, culture and politics	Y

3.2.3. Groups targeted

Group	Activities	Objective	Compulsory (Y/N)
Adult European third-country nationals and people without citizenship with fewer opportunities		Aid sociocultural and socioeconomic integration	N

3.2.4. Access

The following were used to publicise and generate greater access: websites, media, translated posters and leaflets.

3.2.5. Quality assurance

The professionals involved are qualified Estonian language teachers, some of whom belong to ethnic minorities in Estonia.

MISA manages the finances and verifies the qualification of the teachers and the quality of the language courses. The most common mechanism used to verify the quality of the language courses is the number of minority students who have attended the courses and passed the national language level exam.

The results are taken into account by the Ministry of Culture when composing a new integration strategy (2014-20), ensuring dissemination of results.

3.2.6. Outcomes

Improving the command of Estonian language helps migrants to integrate socioculturally and socioeconomically, including sensitive groups (youth, women and lower-skilled workers). As the command of Estonian language of the migrants improves, the action will meet its objectives.

3.2.7. Contact details of the respondents

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3.3. Case study 3: KUMULUS project, consulting and career guidance in work, education and employment for youth and young adults from immigrant families

Country/region of practice	Germany, Berlin
Date of commencement and duration	Started in 1993 and still running
Policy field(s)/sector	Education

3.3.1. Coordination and cooperation

The aim of this initiative is to increase the skills of young people with immigration history and, in consequence, the number of employees from this target group in public administration and in the metal and electrical industry.

The project is developed by the non-profit organisation Bildung e.V. by order of the office of the Commissioner for Integration and Migration of the Berlin Senate.

Background for the initiation of the Kumulus project was the high and, at the start of the project, rising unemployment of youth and young adults from families with a history of immigration. Participation in vocational training in the 1990s in Berlin was around 9%, due to the massive degradation of industrial sites in the city. A historical low point in education and employment levels in the city was reached in 1993.

Over the years, and in spite of a situation in local training and employment market that continues to offer little promise, the Kumulus project has developed a series of initiatives, proposals and suggestions, with practical effects. These include the Berlin campaign 'Berlin needs you', now also of the professional qualification network for migrants in Berlin (*Berufliches Qualifizierungsnetzwerk für Migrantinnen und Migranten in Berlin*) (BQN) on behalf of the Commissioner for Integration and Migration of the senate of Berlin.

Besides native-owned companies, the programme attempts also to mobilise companies whose owners themselves have a history of immigration, to develop vocational training in their companies and increase the number of migrant-targeted vocational training offers in the city.

3.3.2. Activities and methodologies

The work of the Kumulus project, career guidance and monitoring of adolescents and young adults from families with a history of immigration (immigrant), is currently distributed in six successive constructive work sectors:

- (a) counselling: presence in Berlin at 13 integrated secondary schools (ISSs) in the districts of Friedrichshain-Kreuzberg, Neukölln, Mitte and Charlottenburg-Wilmersdorf. Pupils from communities with a high rate of unemployment cover almost all schools, at an average of 80%. In these secondary schools, between 60% and 95% of the migrant students have been involved in counselling.

Weekly career consultations are offered to schools by the consultants. The trust and cooperation created between the project and the participating schools is the basis for the counselling and also for establishing offers of vocational guidance and work for the parents;

- (b) regular professional orientation events at the 13 ISSs. The project consultants are integrated with the vocational guidance services in schools. Events consist of direct participation in the classroom as well as of action weeks on the subject;
- (c) consulting and event services for parents at the 13 ISSs. Kumulus organised regular thematic evenings for parents in the second half of the seventh grade, aiming to empower parents to be able to deal in-depth with the process of career choice for their children. The consultants of the project meet with the parents twice per semester.

Due to the social situation of the parents, parent-teacher discussions on personal needs often help improve their own situation;

- (d) individual counselling at the main project office, in addition to the counselling services in schools;
- (e) working with companies. Working with education establishments authorised for the recovery and development of training places is one of the standard project offerings; aided by school support in search, this addresses internships;
- (f) individual transfer in companies, based on operating contacts, offering direct allocation to individual training places. The employers where the internships are developed often have immigrant background.

3.3.3. Quality assurance

The project is currently supported by seven counsellors including the project leader and deputy. Professionals have training which includes intercultural competences.

3.3.4. Contact details of the respondent

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3.4. Case study 4: Centre for Validation of Occupational Skills

Country/region of practice	Sweden, Malmö
Date of commencement and duration	Started in 2000, still running
Policy field(s)/sector	Adult education

3.4.1. Coordination and cooperation

The main purpose of the centre is to provide a way of acknowledging immigrants' skills and previous education as soon as possible and to shorten the time spent in unemployment.

The policy rationale of the practice is, largely extent related to the need to validate the skills of refugees (or other immigrants) with no documents/proof of qualifications. This allows the person to avoid repetition of formal learning by validating existing skills and then providing the necessary courses in the Swedish context to secure a job in a specific profession.

The department of education coordinates the centre. The clients are first 'mapped' (first assessment) by a counsellor and then recommended to contact the validation centre, where occupational skills are identified and assessed through practical exercises.

3.4.2. Activities and methodologies

Practice	Activities developed	Methodologies used in activities		Required trained practitioners (Y/N)
		General developed (see reference)	Migrant-specific	
Validation	<ul style="list-style-type: none"> • First a mapping of individual's knowledge with or without an interpreter • Theoretical and practical occupational skills identification 	<ul style="list-style-type: none"> • Different questionnaires • After a practical test boxes are ticked, identifying competences (similar to the national vocational qualifications in the United Kingdom (UK)) 	If the language is a big problem it is permitted to be even more practical when performing the validation	Y

3.4.3. Groups targeted

Group	Activities	Objective	Compulsory (Y/N)
People with no documentation of their skills/knowledge	A review of the person's knowledge and additional studies	Shorten the way to self-sufficiency	N

3.4.4. Access

Validation of skills is not compulsory but is seen as a great advantage. On arrival in Sweden, third-country immigrants meet a counsellor who maps their background. This process determines the next step in integration.

This activity benefits from parallel programmes for integration, such as the development of language skills, of motivation and the establishment of internships.

The process is open to anyone who wishes to undergo validation. Anyone who worked with elderly care over the past 20 years without a 'proper' education can, independently of being a migrant, validate the knowledge and get proper grades.

3.4.5. Quality assurance

The professionals involved in validation are skilled craftsmen, skilled women and guidance counsellors. They do not have specific multicultural training but are provided tutor training.

Labour unions, businesses and validation professionals are involved to secure labour market approval.

Users employment and the number of successful applications ('grades') for qualification are taken into account in monitoring the quality of the practices.

A on the results of the activities is distributed to senior officials and policy/political leaders twice a year. Users and professionals are surveyed to determine their satisfaction with the process.

3.4.6. Outcomes

A total of 94% of those who underwent validation in 2012 are working in a related field.

Although the project meets its purposes, it has limited coverage due to budget constraints on the number of people accepted for validation. It is also hard to cover all types of work experiences. Some individuals have both education and relevant work experience but in an area where the tools for validation are not yet available.

A major strength of the project is the ability to validate a qualification independent of strong language skills. This allows reduction of waiting time to obtain a job and creates a feeling of belonging, combating feelings of exclusion and rejection.

3.4.7. Contact details of the respondent

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3.6. Case study 5: local integrated programmes for the social inclusion of vulnerable groups (TOP-EKO) ⁽¹⁾

Country/region of practice	Greece
Date of commencement and duration	Running
Policy field(s)/sector	Employment sector

3.6.1. Coordination and cooperation

The main purpose of the programmes is to contribute to the integration or reintegration to the labour market of unemployed persons belonging to socially vulnerable groups, through coordinated and continuous support and encouragement.

The main target group is unemployed people registered in the unemployment records of the Greek Manpower Employment Organisation (OAED) which belong to the following categories:

- (a) Long-term unemployed people above 45 years old;
- (b) handicapped persons;
- (c) women victims of violence;
- (d) victims of trafficking;
- (e) leaders of single-parent families;
- (f) immigrants;
- (g) refugees;
- (h) people asking for asylum in Greece;
- (i) substance abusers;
- (j) homeless people.

The general desired results/impacts for the beneficiaries are:

- (a) to develop the necessary skills to be placed in positions in existing local companies;
- (b) to be placed in job positions;
- (c) to establish their own companies according to their special interests and the characteristics of the local market;
- (d) to qualify for subsidy from other investment programmes.

⁽¹⁾ EKO acronym stands for vulnerable social groups (*ευπαθείς κοινωνικές ομάδες*).

Depending on the specific action plan submitted to the Ministry by every development partnership (see below) a different number of beneficiaries is expected to be placed in job positions, or supported to establish their own companies.

The financial crisis affecting Greece and the consequent high unemployment rates have especially hit those persons regarded as less favoured or vulnerable, among them immigrants. Recent surveys have shown that the higher unemployment rates are, the more inequality between the vulnerable and not vulnerable increases.

Identified immigrant needs are:

- (a) information on education and job opportunities;
- (b) career guidance;
- (c) networking with structures that offer support to vulnerable groups;
- (d) networking with companies that offer jobs;
- (e) vocational training;
- (f) legal support;
- (g) support in completing administrative affairs;
- (h) psychological counselling.

The TOP-EKO programmes come from the Special Service for Social Inclusion and Social Economy in the context of the operational programme HR development 2007-13 of the General Secretariat for Management of the EU and other resources of the Ministry of Labour, Social Security and Welfare.

The programmes are implemented by development partnerships with the legal form of civic non-profit companies, established especially for these programmes in the 13 regions of Greece (according to Article 18 of the Law 4019/2011). Both public and private bodies participate as partners in these companies. The development partnerships submit their action plans to the Special Service for Social Inclusion and Social Economy, detailing sectors and the specific geographic areas of intervention.

The programmes are funded by the European social fund; the budget for all 13 regions of Greece is EUR 60 million and the number of beneficiaries is approximately 12 300 people. Interested individuals submit their applications directly to the development partnerships after a relevant call posted by them.

The stakeholders and key actors involved in these programmes are:

- (a) the Special Service for Social Inclusion and Social Economy of the Ministry of Labour, Social Security and Welfare;
- (b) the development partnerships (civic non-profit companies in which both public and private bodies participate as partners) which have been established especially for these programmes in the 13 regions of Greece

(according to Article 18 of the Law 4019/2011). Depending on the partnership the partners may include municipalities and centres of lifelong learning (former vocational training centres (KEKs)).

The most important characteristic of the TOP-EKO programmes is that they activate and mobilise the local bodies that can cooperate on integration to the labour market of socially vulnerable groups through the creation of job positions according to the specific needs of the local labour market.

The national guidance forum has not participated in the organisation of this practice.

This programme benefits from the actions of the Ministry of Employment (OAED) for unemployed people, as in the unemployment card.

3.6.2. Activities and methodologies

- (a) Signposting: the TOP-EKO programmes support socially vulnerable groups with information about bodies that offer specialised services to these groups.
- (b) Informing: the programmes offer a wide range of information: job and training opportunities, the labour market, legal and administrative subjects.
- (c) Counselling: this includes career guidance (self-knowledge, decision-making), counselling for entrepreneurship (how to draft a business plan), job search techniques (how to create a portfolio), and development of career management skills.
- (d) Vocational training: giving to beneficiaries the opportunity to receive subsidised specialised training in Greece or abroad in a number of different thematic subjects according with their personal interests and the demands of the local labour market. The thematic subjects depend on the specific action plan submitted by every development partnership, and include:
 - (i) alternative tourism;
 - (ii) office automation with the use of PCs;
 - (iii) environmental protection;
 - (iv) organisation, communication and selling skills for small business employees;
 - (v) development of social entrepreneurship.

Guidance methodologies may vary depending on the specific action plan submitted by every development partnership, but usually include:

- (a) individual counselling interviews aiming to help the counselee develop self-knowledge and self-assertiveness, take career decisions, develop a personal action plan;

- (b) team counselling in the form of seminars or workshops aiming to inform and guide the participants in exploring career and learning opportunities, creating a business plan, learning job finding techniques;
- (c) job shadowing through the internships in private companies in Greece or abroad.

The following is an example of the guidance methodologies of a TOP-EKO programme implemented by the development collaboration of the Cretan city of Rethymnon 'solidarity network'.

Practice	Beneficiaries	Expected outcomes	Activities developed (see reference)	Methodologies used in activities
TOP-EKO programme, development partnership 'solidarity network', city of Rethymnon.	<ul style="list-style-type: none"> 45 people threatened by poverty. 10 leaders of single parent families. 10 immigrants. 10 handicapped persons. 25 long-term unemployed and low-qualified people above 45 years old. 	<ul style="list-style-type: none"> 20 beneficiaries will take a certificate of specialised skills by an accredited certification body. 65 beneficiaries will be placed in the labour market. 35 beneficiaries will be supported to establish their own company either alone or in partnerships. at least 15 companies, five of them social cooperative enterprises, will be established. <p>All 100 beneficiaries will:</p> <ul style="list-style-type: none"> participate in 20 individual counselling sessions; receive 140 hours training in one of the five different training programmes of the specific action; receive allowance for their participation in the training programme. 	<ul style="list-style-type: none"> Information activities. Counselling support to the beneficiaries. Counselling support to the employers. Vocational training (five programmes, 140 hours each). 	<p>After the selection of the beneficiaries, the counselling support starts:</p> <ul style="list-style-type: none"> the beneficiaries that will be placed in the labour market participate in 14 individual and six team counselling sessions; the beneficiaries that will establish their own company participate in 17 individual and three team counselling sessions; nine individual counselling sessions are devoted to the development of a personal action plan, two sessions are devoted to psychological support and one session is devoted to reception and establishment of counselling relationship; depending on the aim of those under counselling (job positioning or establishment of company) the next sessions are devoted to individualisation of counselling support; counselling support to the beneficiaries who wish to establish their own company extends for three months after the establishment of the company; counselling support is also provided to employers through two thematic workshops on topics such as corporate social responsibility, fighting against discrimination.

3.6.3. Groups targeted

Group	Activities	Objective
Immigrants from third countries (non-EU countries)	<ul style="list-style-type: none"> • Information activities • Counselling support • Vocational training 	<ul style="list-style-type: none"> • To prepare the beneficiaries for integration into the labour market • To support the beneficiaries to acquire the necessary job-specific and transferable skills to obtain employment in a position according to their personal needs and the needs of the local labour market
Refugees that have fled from their countries for political, religious reasons, etc.		
People asking for asylum in Greece		
Repatriates: these are people of proven Greek nationality returning to Greece after a long time abroad (such as repatriates from the former Soviet Union)		

The practice is based on general counselling theories. The main functions (information, self-knowledge, decision-making, transition) and the main methods of career guidance (individual counselling interview, team counselling, job shadowing through internships) are found in the practice. Different types of counselling are also used, such as counselling for entrepreneurship and psychological counselling.

3.6.4. Access

The following were used to identify potential clients and advertise it to target groups: call for participation of beneficiaries on websites of development partnerships, leaflets, and centres for promotion to employment.

3.6.5. Quality assurance

Guidance practitioners in the development partnerships work with support service practitioners (Στελέχη συνοδευτικών υποστηρικτικών υπηρεσιών) (SYY) registered in the register of SYY of the National Organisation for the Certification of Qualifications and Career Guidance.

Multicultural guidance is included in the training programmes of SYY practitioners. Both practitioners of SYY and adult trainers must have a licence

from the National Organisation for the Certification of Qualifications and Career Guidance.

The development partnerships report their outcomes to the special service for social inclusion and social economy of the Ministry of Labour, Social Security and Welfare.

The beneficiaries that receive support to establish their own company are followed up three months after the establishment of the company.

3.6.6. Outcomes

Depending on the development partnership, the outcomes may be:

- (a) the beneficiaries:
 - (i) participate in individual counselling sessions;
 - (ii) receive vocational training in one of the training programmes of the specific action;
 - (iii) receive allowance for their participation in the training programme;
 - (iv) take a certificate of specialised skills by an accredited certification body;
 - (v) are placed in the labour market according to their personal needs and the needs of the local labour market;
 - (vi) are supported to establish their own company, either alone or in partnerships according to their personal needs and the needs of the local labour market;
- (b) third-country immigrants benefited from this practice through:
 - (i) development of self-awareness;
 - (ii) development of job-specific and transferable skills needed for immigrants to be employed according to their personal needs and the needs of the local labour market or to establish their own company;
 - (iii) provision of vocational training in subjects needed by the local labour market;
 - (iv) integration into the community;
 - (v) development of entrepreneurship skills;
 - (vi) job positioning.

The strengths of this practice are:

- (a) the activation and mobilisation of local bodies that can cooperate on integration into the labour market of socially vulnerable groups;
- (b) the combination of counselling, training and job positioning according to the specific needs of the local labour market.

3.6.7. Contact details of the respondent

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3.7. Case study 6: project on promoting multiculturalism funded by LLP/Euroguidance project

Country/region of practice	Greece
Date of commencement and duration	<p>The project comprises of six phases:</p> <p>(a) phase 1 (2006-07): standardisation of the multicultural counselling inventory (MCI) (Sodowsky et al., 1994);</p> <p>(b) phase 2 (2008): survey for profiling the multicultural guidance competences, knowledge and training needs of guidance practitioners in Greece;</p> <p>(c) phase 3 (2009): preparation of a training curriculum and a collection of scientific training material on multicultural counselling based on the outcomes of the study of guidance counsellors' multicultural competences;</p> <p>(d) phase 4 (October to December 2010): implementation of a train-the-trainers seminar of 120 hours, targeted at 50 guidance counsellors, on multicultural counselling;</p> <p>(e) phase 5 (October to December 2011): organisation of regional training seminars targeted at guidance counsellors working in different sectors (education, training and employment) across Greece, on multicultural counselling;</p> <p>(f) phase 6 (July to December 2013): linguistic adaptation and standardisation of the digital e-guide and assessment tools.</p>
Policy field(s)/ sector	The action was implemented in different sectors (education, training and employment) across Greece.

3.7.1. Coordination and cooperation

- (a) Main purpose:
 - (i) the training of experts, in theory and practice, on provision of education to guidance practitioners and related professionals in multicultural counselling;
 - (ii) the provision of specialised knowledge and development of skills sufficient to enable them to act as multipliers of this training in different fields of guidance and counselling provision (education, training, employment).
- (b) Main target group: guidance practitioners who do not have adequate training in multicultural issues or state a need for further information on multicultural issues.
- (c) Expected outcomes:

Phases	Expected outcomes
Phase 1	Standardisation of the MCI (Sodowsky et al.1994)
Phase 2	<p>Profile:</p> <ul style="list-style-type: none"> • the level of realisation, sensitisation and attitude of counsellors towards individuals that come from different cultural, social and economic environments; • the level of training, education and readiness of counsellors to handle individuals coming from different cultural, social and economic environments; • infrastructure issues; • relationships and interaction between the counsellor and the client.
Phase 3	<p>Training curriculum:</p> <ul style="list-style-type: none"> • collection of scientific training material on multicultural counselling
Phase 4	50 guidance counsellors were educated as trainers of guidance practitioners in multicultural counselling; a relevant register was created.
Phase 5	<p>Approximately 400 professionals were trained in providing counselling and support to multicultural end-users. Specific expected outcomes for the counsellors participating in the programme are:</p> <ul style="list-style-type: none"> • acquisition of specialised knowledge; • develop the appropriate skills and intervention strategies to train, support a culturally different client; • develop culturally sensitive attitudes in the light of intercultural counselling; • realise personal beliefs, values and constraints in meeting the different; • understand the microcosm and the personal perspective of culturally different clients (the recipients of services).
Phase 6	Linguistic adaptation and standardisation of the digital e-guide and assessment tools

- (d) Programme-framework: the project is in the context of the Euroguidance programme, Greece.
- (e) The reasons underlying the action are:
- Greek society, until now a relatively closed system in culture, has recently developed into a cultural mosaic;
 - daily practice in career counselling and guidance organisations requires counsellors' extensive contact with socially vulnerable groups;
 - the counsellors' initial training seems inadequate, lacking deep knowledge and familiarity with the context of diversity (of any kind);
 - models of training and professional development of counsellors until recently did not include culture as a catalyst/formative factor in counselling act/relationship;

- (v) the role of counsellor/facilitator becomes even more demanding while working with diversity, which has an impact on the therapeutic relationship and the quality of work;
- (vi) although the counsellors themselves state that they are sympathetic to the culturally different client they also feel powerless in relation to the systematic intercultural training, knowledge, and (therefore) the effectiveness of their services.
- (f) Identified needs of counsellors working with migrants: there is a great need for:
 - (i) acquisition of specialised knowledge;
 - (ii) cultivating specialised skills;
 - (iii) developing culturally sensitive attitudes towards intercultural counselling.
- (g) Duration of the action: 2006-13.
- (h) Funding scheme of the action:
 - (i) estimated budget: EUR 76 000;
 - (ii) funding: 50% LLP/Euroguidance, 50% national contribution.
- (i) Stakeholders involved:
 - (i) the National Organisation for Vocational Guidance (EKEP) (now the Eoppep) is responsible for the whole project;
 - (ii) an expert in psychometric assessment tools was responsible for the linguistic and conceptual accreditation and standardisation of the MCI (Sodowsky et al., 1994) and for conducting a survey to profile the multicultural guidance competences, knowledge and training needs of the guidance practitioners in Greece;
 - (iii) guidance practitioners from all regions of Greece and all sectors of career guidance to whom the inventory of the survey was distributed;
 - (iv) a group of 20 scientists familiar with issues related to multicultural counselling and related themes were educators in a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors;
 - (v) 50 guidance counsellors were educated as trainers of guidance practitioners in multicultural counselling; a relevant register was created.

3.7.2. Activities and methodologies

- (a) Counselling.
- (b) Assessing.
- (c) Feeding back.
- (d) Mentoring.

(e) Enabling.

Phase	Activities developed (see reference)	Methodologies used in activities	Required trained practitioners (Y/N)
Standardisation of the MCI	Assessing	<ul style="list-style-type: none"> • Translation, linguistic and conceptual accreditation to adapt from English to Greek language • A group of 261 of guidance practitioners working with cultural diversity clients participated in the psychometric adaptation of MCI to the Greek context • Provision of expertise: Mr Ioannis Tsaoussis, lecturer in psychological assessment at the University of the Aegean 	Y
Survey for profiling the multicultural guidance competences, knowledge and training needs of the guidance practitioners in Greece	Feeding back	<ul style="list-style-type: none"> • Research was based on the theoretical framework of the MCI • A focus group was formed to investigate and record the basic principles underlying the counsellors' profession and the unique characteristics that govern the interrelationship between the counsellor and counselees coming from different cultural, social and economic backgrounds • Based on the results of the focus group an inventory was designed that was distributed to 247 guidance practitioners from all regions of Greece 	Y
	Surveying		
Preparation of a training curriculum and a collection of scientific training material	Teaching	<p>Based on the model of blended learning, 'includes/supports/facilitates':</p> <ul style="list-style-type: none"> • face-to-face enriched experiential critical training based on the methodology of adult education (55% of the total training hours); • practical exercises (25% of the total training hours); • preparation of synthetic reports using critical action research (20% of the total training hours) 	Y

Implementation of a train-the-trainers seminar targeted at 50 guidance counsellors	Teaching	<ul style="list-style-type: none"> • 70 hours face-to-face education • 20 hours of distance learning • 30 hours practical exercises 	Y
Training guidance counsellors working in different sectors in the subject of multicultural counselling	Mentoring	Training seminars	Y
	Teaching		
Linguistic adaptation and standardisation of the digital e-guide and assessment tools	Assessing	<ul style="list-style-type: none"> • Linguistic adaptation of the assessment tools • Forming a standardisation sample with 44 individuals • Conducting a survey for evaluation of the psychometric properties of the tools • Creating norms for the general population and the special target groups of the tools 	Y

3.7.3. Groups targeted

Group	Activities	Objective	Compulsory (Y/N)
Counsellors working with immigrants	Assessing	<ul style="list-style-type: none"> • Training of experts, in theory and practice, in provision of education to guidance practitioners and related professionals in multicultural counselling • The provision of specialised knowledge and development of skills sufficient to enable them to act as multipliers of this training in different fields of guidance and counselling provision (education, training, employment) 	N It was compulsory only for the counsellors that were selected as beneficiaries
	Feeding back		
	Surveying		
	Teaching		
	Teaching mentoring		
	Teaching assessing		

3.7.4. Supporting theories

- General counselling theories.
- The theoretical framework of the MCI (Sodowsky et al., 1994).
- For e-guide and assessment tools, the theories of six personality types of Holland (1973), the five factor model of Costa and McCrae (1985) and the

theories of cognitive abilities of Fleishman et al. (1984) and the Cattell Horn-Carroll three stratum theory (1993).

To advertise this practice, the following instruments were used:

- (a) announcements of Eoppep on websites;
- (b) targeted e-mails to potential clients;
- (c) presentations on seminars, etc.

3.7.5. Quality assurance

- (a) Professionals involved in providing the service:
 - (i) the person responsible for the linguistic and conceptual accreditation and standardisation of the MCI was Mr Ioannis Tsaousis, assistant professor of psychometrics at the University of Crete;
 - (ii) the person responsible for the train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors was Mr Michalis Kassotakis, a professor of the Athens University in career guidance and counselling;
 - (iii) the educators in the train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors were 20 scientists familiar with multicultural counselling and related themes;
 - (iv) the body responsible for linguistic adaptation and standardisation of the digital e-guide and assessment tools is an expert in psychometric tools at the University of Crete.
- (b) Measures in place to assure the quality of the practices: all deliverables of the six phases of the project were checked for their quality by specific monitoring and reception committees of Eoppep:
 - (i) evaluation of the seminar: interim-final evaluation by the participants on behalf of EKEP and the scientific coordinator.
- (c) Monitoring of outcomes: the monitoring and reception committees of Eoppep receive the deliverables of the project and, if needed, send their remarks to the project responsible.
Dissemination of results:
 - (i) presentations at seminars and congresses;
 - (ii) announcements on the website of Eoppep;
 - (iii) newsletters;
 - (iv) banners on the information and communication technology tools of Eoppep, such as the interactive internet portal for adolescents.

Outcomes

- (a) The MCI by Sodowsky et al. (1994) was standardised in Greece.

- (b) A profile was created with the multicultural guidance competences, knowledge and training needs of the guidance practitioners in Greece.
- (c) A total of 50 guidance counsellors were educated as trainers of guidance practitioners in the field of multicultural counselling: a relevant register was created.
- (d) Approximately 400 professionals were trained in providing counselling and support to multicultural end-users.
- (e) The digital e-guide and assessment tools were adapted (linguistic adaptation) and standardised for the general population and the special target groups of the tools.

The project has contributed to the support of immigrants in general through:

- (a) the training of experts, in theory and practice, regarding the provision of education to guidance practitioners and related professionals in multicultural counselling;
- (b) the provision of specialised knowledge and development of skills sufficient to enable them to act as multipliers of this training in different fields of guidance and counselling provision (education, training, employment).

3.7.6. Strengths of the practice

The project covers all phases needed for promoting the multiculturalism of guidance counsellors: standardising of the MCI, survey for profiling multicultural guidance competences, knowledge and training needs of guidance practitioners, preparation of a training curriculum, implementation of a train-the-trainers seminar and organisation of regional training seminars targeted at guidance counsellors working in different sectors (education, training and employment) across Greece, on multicultural counselling, and provision of new assessment tools for the career guidance support of both general and special target group users.

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3.9. Case study 7: Professional Insertion Office for Immigrants (*Gabinete de Inserção Profissional*) (GIP)

Country/region of practice	Portugal: all the country, with more concentration in regions with more immigrants, such as Lisbon, Setúbal, Amadora, Sintra and Algarve
Date of commencement and duration	This project began in 2009 and is still running
Policy field(s)/sector	Integration policy, labour policy

3.9.1. Coordination and cooperation

The aim of this project is reduce the time without a job: to support immigrants to get a job by delivering information about the school system, validation of formal and non-formal learning, the labour market and enabling immigrants with the skills they need to face labour market challenges and to get a job easily.

The desired results are reducing the number of unemployed immigrants.

The target group are unemployed immigrants (looking for first job or new job).

This action is integrated in a programme called GIP, a service to help unemployed people and developed non-profit, public or private entities such as local authorities trade unions, employers' associations, and associations of immigrants. These make contract with PES to help unemployment. The policy rationale is to deliver a service in a context of proximity to the unemployed, so the service is embedded in the community. With immigrant communities this approach is crucial to the interaction. There are 23 GIP specifically addressed to immigrants, covered by legal documents *Portaria* No 127-2009 and *Portaria* No 297-2010.

The project is financed by PES and coordinated by the High Commissioner for Immigration and Intercultural Dialogue (*Alto Comissariado para a Imigração e Diálogo Intercultural*) (ACIDI) and developed by non-profit organisations.

The focus of this programme is cooperation between PES and associations. ACIDI identifies the associations and supports their work, by delivering training on multiculturalism and diversity. ACIDI also monitors the activities. PES manages and funds the programme and also identifies the unemployed to be assisted by GIP. The immigrant associations promote the GIP and deliver the intervention.

3.9.2. Activities and methodologies

This practice is based on a development and ecological systems theory.

Practice	Activities developed (see reference)	Methodologies used in activities		Required trained practitioners (Y/N)
		General	Migrant-specific	
	Signposting		X	Y
	Informing		X	Y
	Mentoring	X		Y
	Teaching	X		Y
	Enabling	X		Y
	Advocating	X		Y
	Networking		X	Y
	Following up		X	Y
	Feeding back		X	Y

3.9.3. Groups targeted

Group	Activities	Objective	Compulsory (Y/N)
Youth attempting to enter the labour market	Informing	Promote autonomy to manage the career	N
	Mentoring		
	Teaching		
	Enabling		
	Advocating		
	Following up		
Unemployed low-skilled	Enabling	Improve skills and support job integration	N
	Signposting		
	Informing		
	Teaching		
	Networking		
	Following		
Low-skilled women	Enabling	Improve skills and support job integration	N
	Signposting		
	Informing		
	Teaching		
	Networking		
	Following		

3.9.4. Access

When immigrants go to the employment office they are informed about the most accessible GIP. This could be the GIP located close to their house or promoted by a specific association of immigrants (Brazilian, Cape Verdean, Guinea, Russian). All immigrants develop a personal employment plan which prescribes interventions according to each one's needs to improve his/her employability profile. The intervention of GIP aids access to training, specifically in the Portuguese language, recognition of qualifications, validation of skills and access to internships.

3.9.5. Quality assurance

All professionals involved have a bachelor degree in human sciences such as psychology, sociology, education. They have also received counsellor training before beginning their work. All have training in multicultural approaches, provided by ACIDI.

ACIDI also monitors and follows-up all the process: during training, internship and even after the integration in a job.

3.9.6. Outcomes

No information.

3.9.7. Contact details of the respondent

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3.11. Case study 8: active employment measures and preventative measures for unemployment reduction

Country/region of practice	Latvia
Date of commencement and duration	Running
Policy field(s)/sector	Labour market policy

3.11.1. Coordination and cooperation

- (a) Expected outcomes:
- (i) motivate the unemployed, those seeking employment and the economically inactive to seek employment more actively;
 - (ii) promote the formation of a labour force that is trained and capable of adjusting to the conditions of the labour market;
 - (iii) promote an increase in the competitiveness of the individual;
 - (iv) promote the creation of equal opportunities for persons who wish to enter the labour market.
- (b) Policy rationale: labour market policy: competition increasing in labour market, reduction of unemployment. Immigration law regulates third-country citizens' rights of entry and residence in Latvia.
- (c) Stakeholders involved: PES-State Employment Agency (SEA). SEA provides active and preventive labour market measures, assists to promote personal competitiveness in labour market and career support.

3.11.2. Activities and methodologies

Third-country citizens as well as other EU country citizens without Latvian language skills are first involved in the language courses so they are then able to participate in other active and/or preventive employment measures.

PES-SEA offers career assistance free of charge for adults (starting from age 15, in some cases giving assistance to youngsters, pupils in school), job seekers and the unemployed.

Career consultations include assistance with the planning of careers, determination of vocational suitability, and acquisition of employment-seeking and preservation skills.

Career consultations are provided to individuals to assist them to ascertain their vocational direction, increase depth of understanding of education and opportunities in the labour market, and to determine the best appropriate vocational direction, value system and goals. Both individual career

consultations, which include also the provision of services in electronic form, and group career consultations, are offered.

Career guidance methodologies used vary with target groups (long-term unemployment, low-skilled unemployment, youth, those over 50, those with disabilities). Special methodologies for immigrants have not yet been applied. From one aspect, immigrant unemployment target groups registered in SEA are not substantial compared with other groups; however, according to existing rules, all kinds of assistance and services are provided in the official state language and eight immigrant persons received SEA career guidance in 2012). According to national regulation, legal immigrants registered as unemployed in SEA have the same rights and opportunities to use guidance services as native citizens. SEA provides state language training for the registered unemployed with problems communicating at an appropriate language level and for non-resident registered unemployed.

3.11.3. Access

The following have the right to receive support given to the unemployed, to those seeking employment and those subject to the risk of unemployment:

- (a) a person who has a permanent residence permit in Latvia or the spouse of someone who has a temporary residence permit in Latvia;
- (b) a person who has a temporary residence permit in relation to the granting of alternative status in Latvia, or a family member of someone who has a temporary residence permit in Latvia;
- (c) a person who has a permanent residence permit in relation to the granting of refugee status in Latvia, or a family member of someone who has a permanent residence permit in Latvia;
- (d) a person who has a temporary residence permit in relation to the granting of temporary protection status in Latvia;
- (e) a person who has a temporary residence permit in relation to the performance of scientific work in Latvia;
- (f) a person who is a holder of an EU blue card, residing in Latvia during the validity term of the card.

3.11.4. Quality assurance

SEA provides professional career guidance. Counsellors are professionals with academic backgrounds, including psychologists. SEA is responsible for service quality, applying internal regulations to procedures, tools and methodologies. SEA career guidance department is responsible process for supervision in all SEA affiliates and also for guidance methodology. Practitioners have no specific multicultural training.

Monitoring is mainly based on analysing information from the SEA official database, questionnaires received from participants, mutual discussions, seminars and other sources, inspecting and verifying. The Ministry of Welfare supervises SEA and SEA career guidance department and the results are fed into labour market policies.

3.11.5. Outcomes

No information.

3.11.6. Contact details of the respondent

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3.12. Case study 9: Prospects Services, National Careers Service (NCS), London

Country/region of practice	UK, London
Date of commencement and duration	April 2012 to present
Policy field(s)/sector	Careers advice and guidance for adults

3.12.1. Coordination and cooperation

Prospects is an employee-owned mutual company, working nationally and internationally in partnership with public, private and voluntary sector organisations, managing and delivering education, employment and training services.

Adults receive advice and guidance on their career development: moving into employment and making career changes; and taking up learning opportunities which will help them meet their career goals.

The government funds careers provision for adults across England. This guides and informs the identification of key priority groups (low-skilled, unemployed, facing redundancy, ex-offenders and those with disabilities) linked to targeted support services. The NCS is funded by the department for business, innovation and skills through the Skills Funding Agency (SFA) and meets policy requirements to encourage the filling of skills gaps and growth in the economy, reducing unemployment and building economic advantage.

In London, the NCS face-to-face delivery service employs a range of subcontractors who target specific communities across the city and bring expertise in working with particular sectors, in particular black and minority ethnic (BME) and migrant communities. Examples of organisations delivering the service include the Migrants Resource Centre (MRC), Bromley by Bow Community Centre, and Widows and Orphans. These three organisations have particular links to migrant communities, offering advice in different languages and referring migrants to relevant support organisations which offer other support services.

3.12.2. Activities and methodologies

Customers accessing the service who fall into the target groups receive up to three sessions with a qualified (qualifications and credit framework Level 4) careers adviser. The initial session will identify the current situation of the customer, their skills and work goals (both short and long-term), and set out a series of actions to achieve these goals. Those from migrant communities may receive additional support: offering a translated service; offering the service via

the national language line; identifying suitable courses, including English, for speakers of other languages (ESOL) to help make the individual more job ready; advising on CV and job search skills; providing information on local job markets; information on qualifications already achieved elsewhere (use of UK NARIC); and advice on accessing vocational courses to meet specific career aims.

Advisers use the Egan model 'skilled helper':

- (a) stage 1: where am I now?
- (b) stage 2: where do I want to be?
- (c) stage 3: how can I get there?

Adaptations are made to meet the starting point of each individual client: taking account of cultural issues; barriers caused by lack of language skills; barriers due to lack of understanding of the labour market and/or work practices in the UK.

The service offered by the specialist subcontractors is available to specific groups.

The MRC has a vision of Britain in which migrants and refugees are valued for their contribution to society. In partnership with other agencies, it works with displaced people from Africa, Asia, Latin America and the Middle East, to improve social justice and change, empowering migrants and refugees to fully participate in, and contribute to, society. Clients are migrants, refugees and asylum seekers from a wide range of backgrounds and cultures who are living in London. A total of 50% are residents of the Borough of Westminster and 20% are residents of the Borough of Camden.

The MRC ⁽²⁾ offers a range of free services to support migrants, refugees and asylum seekers on their journey towards integration into their host society. By supporting them to develop their skills and understand their rights and responsibilities, they enable them fully to participate in and contribute to that society. Services are offered on a voluntary basis to migrants accessing the services of MRC.

Widows and Orphans International was established in 1997 as a small organisation of individuals seeking to address the needs of African communities affected by HIV/AIDS in the UK and Africa. The original name of the organisation was International Widows and Orphans Welfare Society of Kenya. The members mobilised and fundraised among themselves to support the

⁽²⁾ www.migrantsresourcecentre.org.uk [accessed 12.3.2014].

wellbeing, in particular, of widows and orphans of HIV/AIDS by providing food and healthcare, as well as supporting income generating activities so that the widows could support themselves. This was happening not only in the UK, but also in Nyanza, Kisumu District of Kenya.

Realising that HIV/AIDS was not the only problem affecting BME groups, and that there was need for other interventions such as training and education, the group was registered as a charity in 1999 and adopted its current name Widows and Orphans International ⁽³⁾ in 2000.

The NCS is one of the services offered, by both of these subcontractors, which links to support for gaining employment. Careers advisers see individual clients face-to-face or in small groups and are able to advise them on various issues: careers; qualification and learning programmes including ESOL; local job market; preparation for interviews; CV writing; and skills audits. They are able to provide translation and refer to other appropriate services; other subcontractors offer a service to migrants whenever they access the service.

3.12.3. Access

The NCS is promoted across London in various ways: web; social media; leaflets; events such as adult skills; and local promotion through local projects and community activities.

The NCS was promoted to the Greater London Authority (GLA) migrants and refugee advisory panel, made up of representatives of migrant groups across London (such as the Camden refugee forum, refugee and migrant forum of east London, and the Lewisham refugee forum) in February 2013.

The NCS has participated in the 'ESOL for all' project to promote good links in offering tailored ESOL courses. This is a joint project between the GLA, Jobcentre Plus and the London colleges of further education.

The NCS in London aims to address the career development needs of those from migrant communities by helping them access suitable learning and work opportunities. It also signposts other services which will assist their integration into the London workforce. Working across all jobcentres in London, those who are claiming benefits can be given additional support.

⁽³⁾ <http://www.worphan.com/index.php/home> [accessed 12.3.2014].

3.12.4. Quality assurance

The service is delivered by qualified careers advisers, with additional training provided by Prospects, in working with those from different cultural backgrounds.

Prospects has developed a training programme for NCS advisers as part of a national equality and diversity project. This element focuses on advisers who support those from different ethnicities and/or cultures.

Advisers are required to produce a 'skills action plan' with their clients; the plans are audited regularly internally and externally for quality assurance. Advisers are observed twice a year by their manager to ensure that their practice meets set quality standards. All subcontractors have to obtain the 'matrix standard' ⁽⁴⁾ which sets out the service which is expected. The Office for Standards in Education, Children's Services and Skills (Ofsted) ⁽⁵⁾, which reports directly to the parliament, inspected the service in June 2013.

All clients using the service are followed up at one-, three- and six-month intervals to find out how they have progressed. This is then placed on their customer record. Individuals are expected to move into learning or work, or, if in work, to progress. Other information collected is an increase in achievement/qualification level.

The outcomes of the service are shared with the SFA and published in the Ofsted report which is made public.

3.12.5. Outcomes

In the year April 2012 to March 2013, the NCS in London dealt with 56 258 customers from BME backgrounds. This represents 47.5% of customers seen, greatly above the London demographic for this group.

Outcomes for those from BME backgrounds have increased over the last two years, with more entering learning than employment.

The MRC provided services to 1 241 customers in this period, of whom 171 were tracked and recorded a learning or employment outcome within six months.

Widows and orphans provided services to 4 898 customers in this period and managed to contact 453 who had obtained a positive outcome.

The service is working on better data capture of outcomes, including better ways of tracking customers once they have received the service.

⁽⁴⁾ <http://matrixstandard.com> [accessed 12.3.2014].

⁽⁵⁾ <http://www.ofsted.gov.uk> [accessed 12.3.2014].

The NCS has been successful in:

- (a) raising knowledge and skills for customers, which contribute to integration;
- (b) building of self-belief and confidence;
- (c) referral to agencies to support cultural change and social skills;
- (d) using immigrant networks to access customers;
- (e) using specialist subcontractors to address a wide range of issues and provide a holistic service;
- (f) addressing employability, including job preparation and job search skills;
- (g) recognition of foreign qualifications via NARIC;
- (h) matching of skills obtained elsewhere to the current labour market in London.

One weakness in the approach is that the NCS can only be funded for those with leave to remain or residency in the EU due to European social funding.

A particular strength in the approach is that it takes a NCS, but tailored to the specific nature of London with its high migrant population and unique labour market. The use of subcontractors with a holistic offer to migrants, enabling them to access careers advice but also other services from the same organisation, helps to ensure a higher level of customer satisfaction and integration of migrants.

3.12.6. Contact details of the respondents

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3.13. Case study 10: contract commitment diversity (*contrat engagement diversité*) (CED)

Country/region of practice	France, Amiens
Date of commencement and duration	
Policy field(s)/sector	Integration, employment, health

3.13.1. Coordination and cooperation

The CED is a fixed-term job contract, directed at at-risk groups, sustained by a regional platform for employment. It has the objective of increasing people's employability, by expanding their experience, skills and professional networks. It relies on formative assessment techniques and allows for people to acquire on-the-job transferable skills in a sheltered environment, with close follow-up of beneficiaries. The programme is especially appropriate for youth and covers several publics, including migrants, ethnic minorities, people suffering severe socioeconomic exclusion and handicapped people.

Given the extent of inequalities in the access to employment, the perceived social discrimination, and a rise in precarious situations, the Amiens University Medical Centre, the General Council of the Somme and the City of Amiens have jointly committed to offer victims of discrimination the opportunity to train, qualify and seek employment in good conditions. These institutions joined with other partners to implement this innovative approach: the State, the regional council, the local mission, handicapped resources (Cap Emploi), the National Centre of Local Administration, the Public Employment Service, and the National Association for Adult Training.

The members of the public platform for employment share one goal: facilitating access to employment for people who are potential victims of discrimination, residing in disadvantaged neighbourhoods.

Beyond being an employment contract, the CED aims at establishing equality of opportunities in access to employment. The CED offers people the possibility to train, to gain experience and, consequently, to be given access to sustainable employment in the private sector.

Objectives:

- (a) act together against all forms of discrimination;
- (b) provide a public network of skills, support and training;
- (c) generate access to professions and posts and access to enterprises;
- (d) provide quality career development support;
- (e) innovate, experiment and evaluate.

The contract seals a commitment between the host institution and a job seeker:

- (a) the partner institutions welcome the person on a job, for the time agreed in the job contract which supports the CED. Stakeholders from distinct communities share their resources so that they can provide internships to CED beneficiaries from other communities;
- (b) the contract makes use of other contractual formats in existence: the single insertion contract, the contract of follow-up to employment (CAE-*passerelle*), the apprenticeship contract, the access pathway to local civil service careers (PACTE) contract. These are combined in an adapted way for each case, according to the objectives of the CED, offering a dynamic and secure contract framework;
- (c) it brings together around the CED the key regional stakeholders in employability policy: the State, which makes this framework of employability support contracts available; the Picardy region, which created enhanced access for CED beneficiaries to regional training offers; the PES (Pôle Emploi), the local youth support centres (Mission Locale), the handicapped people support network (Cap Emploi) and local associations which mobilise the beneficiaries and follow them through the duration of the contract. The companies and their representatives also play a key role in mobilising employability networks.

3.13.2. Activities and methodologies

The first stage consists of assessment and orientation during the first three months after the person is integrated in a local *collectivité* (formalised local partnership) or in the Amiens Medical University Centre. During this stage the person is acquainted with a job and acquires basic experience in a specific post. To enlarge the professional choice for beneficiaries, a series of professional 'discovery' sessions can be organised in cooperation with enterprises, in which the person is acquainted with the same job in diverse contexts and organisations.

The assessment stage originates a formal portfolio in which the person's preferences, competences and skills needs are registered. An employability pathway proposal is then presented to the beneficiary. The proposal includes training options and a professional immersion strategy; this is designed by a referral agent, in cooperation with a tutor and a 'godfather'. The tutor is someone attached to the organisation which hosts the CED beneficiary; the godfather belongs to a private enterprise and the referral agent to an employment agency/support centre.

The referral agent acts as 'lifeline', following the person along the totality of his/her CED. This agent will be part of the staff of the PES, a youth support centre or a handicapped people support centre (frequently a trained counsellor). He/she has regular meetings with the other partners actively contributing to the definition of modular training, to the assessment sessions, and to the debriefings which follow each period of immersion in the enterprise.

The referral agent will elaborate the track record of the person, particularly at the end of each key stage: the diagnostic orientation at the end of three months of presence, the balance after each immersion period, the tutorial balance at six and 12 months, and the final balance sheet at the end of the CED. He/she will also conduct follow-up dialogue and evaluation with the person, six months after the end of the CED.

The tutor in the host institution follows the person's progress in daily work. The tutor:

- (a) supports integration of the person in the job post and the work environment;
- (b) evaluates competences and potential for the targeted professional development path and context;
- (c) technically contextualises the person to aid acquisition of know-how and specific techniques;
- (d) contributes to define a training and immersion pathway;
- (e) carries out the continuous and final assessments leading to the elaboration of the personal portfolio.

The tutor maintains close communication with the referral agent and the godfather, to enrich the development path. The godfather is a key player in establishing a relationship with the enterprise. He is mobilised within a specific network of enterprises where he is active and has responsibilities. He has expertise on the transferability of skills and knowledge within a profession and a sound knowledge of the business world that aids access to employment and firm-specific processes.

3.13.3. Access

To reach the target groups, job offers in services of the participating communities are posted by the employment/support services. These offers are characterised in a way which highlights the transferability of a profession's skills and by presenting corresponding professional opportunities. The mapping of professions and job posts also takes into account the hosting potential of organisations and their potential to provide tutors. The criteria to select and position the person are based on assessment of individual skills' potential and

gaps. This work is coordinated by the National Association for Adult Training, together with the directorates of human resources of the communities and in connection with the supporting services (Pole Emploi, Mission Locale, Cap emploi).

The process leading to the deployment of beneficiaries obeys to a set of principles:

- (a) the number of candidates to the CED proposed by the support services is limited to three by job post. The applications must be based on a synthesis which matches candidate profiles to the characteristics of the CED;
- (b) the applications must be validated by a commission of four members: one representative from an enterprise with expertise on the CED's profession (ideally the future godfather), one representative of the local mission, a representative of the employer where the CED is developed, a representative of the Mission for Equality (Mission Egalité);
- (c) the commission meets the candidates in a friendly environment to foster confidence and effective exchange of information. The validation process covers the fundamental aspects of the CED: motivation and engagement of the candidate, transferability of competences;
- (d) after validation, the commission proposes to the selected candidates dates to take the job positions;
- (e) detailed and clear information is supplied to the non-selected candidates on the reasons for their rejection. Alternative routes to improve employability are then proposed by the network partners.

The person engaged in a CED signs up to the support from the contract; this is one of the available institutional contracts, such as the CAE or the PACTE. In addition, the person signs a document which formalises the specific commitments and activities to be developed in the context of the CED. This document is signed by all key participants: the tutor, the godfather, the referral agent from the respective employment service/support centre, and the representative from the *collectivité*. This contract also specifies the role of each of these participants.

3.13.4. Quality assurance

The employment/support centre monitors the tutor at least once a month regarding the tutoring function and countersigns the tutorial assessment six months and one year after the beginning of the contract. The function of tutor is technically supported and 'professionalised'. Tutors have two half-days of mandatory training ahead of the integration of the beneficiaries. This activity is

monitored and supported by the Mission for Equality which also promotes meetings for the exchange of practices between tutors.

The CED approach is driven by the steering committee composed of the city of Amiens, the Amiens Medical University Centre, the General Council of the Somme, by the State and the regional council. The steering committee meets at least once every quarter to take stock of the progress of the approach and solve possible issues.

Operational aspects of the approach are developed by the Mission for Equality of Amiens Métropole. It relies on ad hoc committees and working groups to define the modalities of the CED, and for its monitoring and evaluation.

Given the experimental nature of the CED, its evaluation is essential. Quantitative and qualitative indicators, as well as a rigorous evaluative approach, will be carried out so that all the partners can conduct a detailed review of this experiment.

3.13.5. Outcomes

Strengths of the practice:

- (a) it is based on guaranteeing the commitment of the people;
- (b) it is based on transferability of knowledge rather than only on already acquired knowledge;
- (c) it relies on shared commitments;
- (d) it is primarily at the service of the person and his/her career rather than the signatory CED institution;
- (e) it consists of an individually customised, global support, reinforced along the person's pathway to employment;
- (f) it addresses discrimination issues;
- (g) it includes mandatory periods of immersion in business;
- (h) it includes periods of training to develop employability;
- (i) it grants to access jobs other than the one covered by the CED.

3.13.6. Contact details of the respondent

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3.14. Case study 11: +development: comprehensive intervention for immigrants

Country/region of practice	Greece
Date of commencement and duration	Began in 2009, ended in 2011
Policy field(s)/sector	Integration

3.14.1. Coordination and cooperation

The project aim was to create a systematic and comprehensive set of intervention services supporting the integration of immigrants at risk of social exclusion; three interactive subsystems simultaneously targeted the individual (immigrant), the employers and the social support provider services. The mechanism provided services to a total target number of 1 600 beneficiaries. The functioning of this mechanism also reflects the progress of the project's pilot implementation as well as the provision of everyday support services to the group of migrants that the current crisis has rendered as crucial.

Project goals:

- (a) upgrade the immigrants' skills and qualifications. To achieve this goal, procedures to upgrade individual qualification in the Greek language, to inform and aid access to information, and provide empowerment and motivation have been designed;
- (b) to improve the promotion of immigrants in the labour market and employment mechanisms. Development of a model linking labour supply and demand, supported by a tailor-made IT system. This model was in part tested in the context of the +praxis project funded by the EU initiative EQUAL 2005-07. Its implementation is combined with actions to upgrade immigrants' qualifications and skills;
- (c) supporting social integration.

Partner organisations:

- (a) Nostos Organisation for Social Integration, project promoter;
- (b) non-profit organisations;
- (c) Centre for Women Studies;
- (d) Greek Council for Refugees;
- (e) General Secretariat for Lifelong Learning;
- (f) OAED.

3.14.2. Activities and methodologies

- (a) Front desk services:
 - (i) partners: Nostos, Social Organisation for Youth Support (ARSIS), Greek Council of Refugees, Centre for Women Studies, Young Women Christian Association, Efxini Poli:
 - approaching actions (at least 3 200 immigrants);
 - provision of front desk services to 1 600 migrants.
- (b) First stage diagnosis leading to three assessments and associated services:
 - (i) speaks Greek and is committed to cooperate, counselling and legal services (see below), development of basic skills;
 - (ii) does not speak Greek; language courses-certified Greek language learning;
 - (iii) unable to commit/request for immediate job search, consulting employers and matching labour supply and demand:
 - assessment and upgrading of qualifications for job seekers;
 - informing, networking and consulting employers on HR and development;
 - matching labour demand and supply (supported electronically); job placements.
- (c) counselling services developed: partners: ARSIS, Greek Council of Refugees, Centre for Women Studies, Young Women Christian Association, Efxini Poli, Iasis:
 - (i) creation of individual action plan, counselling, orientation and guidance, psychological support for individual and family;
 - (ii) legal counselling and support;
 - (iii) reference to day centre;
 - (iv) development of basic skills (computer literacy, social skills, work ethic) through group-oriented methods of adult training combined with counselling.
- (d) intervention in local communities and portal development:
 - (i) developing positive interaction with the local community through a series of 24 intercultural actions with the active involvement of beneficiaries;
 - (ii) development of a web-based integrated information system (recording, processing, evaluating and documenting services supplied to the beneficiaries and monitoring the implementation of the project);
 - (iii) documentation of good practices deriving from data collected during the implementation of the project in the form of a final report.

- (e) quality assurance: financial administration according to quality assurance system and International Organisation for Standardisation (ISO) 9001:2008 accreditation of the management system.

Internal evaluation was undertaken based on:

- (i) differentiating financial objectives from physical implementation:
 - following social services' standards;
 - accommodating the pilot implementation and corresponding evaluation procedures;
 - building upon existing tools and practices;
 - evaluation by a scientific committee;
 - quality system;
 - rules and standards;
- (ii) internal regulation foresees procedures regarding:
 - quality control and monitoring of implementation;
 - risk management;
 - delivering, evaluating and certifying final products;
- (iii) monthly and final evaluation reports are produced;
 - publicity activities were developed addressed to all parties involved (immigrants, employers, community, public, decision-makers);
 - publicising and promoting the key ideas of the project and its funding scheme;
 - raising awareness and informing all parties/stakeholders (immigrants, employers, public);
 - mainstreaming (vertically and horizontally).

3.14.3. Outcomes

Indicators per activity:

- (a) front desk;

Indicator	Target	Implemented
Persons approached	3 200	3 200
Beneficiaries	1 600	1 600
Front desk sessions (first stage diagnosis and information)	3 200	3 200

- (b) counselling services;

Indicator	Target	Implemented
Beneficiaries	960	960

Counselling sessions	7 680	7 680
Legal support sessions	1 920	1 920
People referred to day centre	200	201

(c) development of basic skills;

Indicator	Target	Implemented
Beneficiaries	600	600
Group sessions	800	800
Attendance	2 400	2 400

(d) consulting employers;

Indicator	Target	Implemented
Employers informed	400	400
Employers networked	200	200
Employers consulted	50	83

(e) matching activities.

Indicators	Target	Implemented
Beneficiaries	1 600	1 600
Placements	30	21

3.14.4. Strengths of the practice

- (a) The system is based on the experience of a pilot application, which maximises resources and supports incorporation within national policies.
- (b) The proposed project achieves economies of scale and improves the cost-benefit ratio because, although it is based on innovative tools and methods of social intervention, they have already been evaluated and tested. Most of the participating organisations have already cooperated in the +praxis project of the EU initiative EQUAL, where most of these tools and methods were created. Therefore they have already the necessary know-how.
- (c) The participating organisations, as they are NGOs, have better access to the wider group of immigrants for many reasons. We should also note that all these organisations employ mediators from the same ethnic groups as the beneficiaries of their services.

3.14.5. Contact details of the respondent

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3.15. Case study 12: migrant integration portal, Italy

Country/region of practice	Italy
Date of commencement and duration	Began in 2007, still running
Policy field(s)/sector	Integration

3.15.1. Coordination and cooperation

The migrant integration portal aims to support access to all services offered in the territory, ensuring proper information reaches non-nationals within to help their integration into Italian society.

The portal is a collaborative effort between the Ministries of Labour and Social Affairs, of the Interior, Education, University and Research and the Ministry of International Cooperation and Integration. The project is partly financed by the European fund for integration under the coordination of the Directorate-General for Immigration and Integration of Policies (*Ministero del Lavoro e delle Politiche Sociali*).

3.15.2. Activities

The portal provides structured information. Reproducing the structure of the national integration plan, the portal is organised by categories:

- (a) education and learning;
- (b) work;
- (c) housing and land-use planning;
- (d) access to essential services;
- (e) children and second generation immigrants.

These are seen as the five key areas of life and represent the state of foreigners' integration in Italy. The portal provides key information for each of the categories and, above all, allows the user to identify all the services existing in the relevant territory, implemented by either public and/or private networks. The portal also highlights the most significant developments in legislation, institutional initiatives and activities undertaken at national, regional and local levels.

Information is also provided on good practices for the integration of migrant women and in the education sector.

3.15.3. Access

The portal is an open resource, provided in Italian and English. The website also provides multilanguage monthly news, the most important news published in Italy about services, regulatory and judicial updates, integration and

immigration events. The news is available in 10 languages: Albanian, Arab, Chinese, French, English, Punjabi, Russian, Spanish, Tagalog and Ukraine.

3.15.4. Contact details of the respondent

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3.17. Case study 13: vocational guidance for Immigrants (*orientación formativa y laboral*)

Country/region of practice	Spain: fundamentally in Barcelona and being extended to all the Catalan region by the Immigrant's Mutual Support Association (Associació d'Ajuda Mútua d'Immigrants a Catalunya (AMIC-UGT), which is attached to the General Labourers' Union (Unión General de Trabajadores) (UGT) through cooperation agreements with local and regional administrations.
Date of commencement and duration	The services of the AMIC-UGT are guidance and support in recognition processes, training, social and labour support and job search support. These services started in 1996. Support to recognition processes has been established 2006.
Policy field(s)/sector	

3.17.1. Coordination and cooperation

This practice is developed within the context of educational policies (homologation of university and non-university degrees, access to the education system), training policies (adult education, vocational training, occupational training, career management skills training).

A part of AMIC is integrated within the Immigrants, Foreigners and Refugees' Support Service (SAIER) of the Barcelona City Council. Although it is a municipal service, staff belong to different associations (one of which is AMIC-UGT). Within SAIER are AMIC (employment and training), Red Cross (social services), Attorneys' Bar (judicial matters for aliens), ACSAR Foundation (refugees and asylum-seekers), ANAFE-CITE Foundation (residence and work permit card processing) and the Consortium for Linguistic Normalisation, (Catalan courses).

The main goal of the service is to help immigrants have their country of origin qualifications recognised in Spain (whether they are university degrees, professional qualifications or secondary education), so that they can work in their field as professionals and/or further qualify within the Spanish system (which can access baccalaureates, higher and medium vocational training as well as higher education). Such recognition of studies also enables access to occupational training (a training offer from the PES) aimed at highly-skilled workers with strong potential.

Since many of the clients are unaware of the available (training) resources, they are informed about education centres, training centres (according to their requests or what the service advises) and access requirements. One of the

objectives of the service is that unemployed immigrants with low or medium qualifications (in construction, industry, catering and domestic service sectors) can requalify and access other types of occupation.

Another aim is to provide immigrants with information and tools to be able to look for work effectively, according to their profile. An analysis of the labour market, of industrial sectors and occupations with greater demand for labour, is undertaken and clients are informed about them.

The service provided by AMIC in the SAIER is part of the immigrant's labour plan 2012-15 of the Barcelona Metropolitan Authority (primary aims being good management of reception, transversality and territoriality in immigration policies, social equity policies, recognition of diversity, coexistence and social cohesion). This service is under the General Direction for Immigration of the Barcelona Metropolitan Authority ⁽⁶⁾.

3.17.2. Activities and methodologies

AMIC-SAIER service mainly aims to respond to the need to validate foreign qualifications in Spain, as well as the professional skills of immigrants, so they can successfully integrate in the education and training system and the labour market, on equal terms with the indigenous people. Support in job search is also provided.

The main asset of the service is the method of providing information and guidance. The hasty and bureaucratic treatment that traditionally exists in public services is avoided: users average 45 minutes per session in an office with privacy. Special attention is paid to ensuring that the environment is pleasant and quiet and that there is dedicated focus on the immigrant clients. As a result, the foreign person feels received, heard and attended to.

First, an analysis of the user's profile is carried out to assess skills gaps and recognition needs. A learning pathway is then planned jointly by the user and the counsellor to strengthen the person's professional profile. Alternatively, the person describes her/his training background and the service then explains the structure of the education system in Spain and the different choices it provides; the user's profile in relation to recognition possibilities and the continuation of their career (based on previous studies in the country of origin or in Spain, residence permits, available academic documentation) is important in this.

⁽⁶⁾ <http://www.bcn.cat/novaciutadania> [accessed 8.4.2014].

There is also identification of training offers outside the official education system which may serve the person's needs. Extensive search of such offers is carried out in third sector associations, houses offices, chambers of commerce, trade unions, and employment services. A 'general picture of the situation' is presented to the user to makes his/her own decisions, supported by access to quality information in a well-supported counselling relationship. This is unusual in most public services which tend to be too dispersed and broken into non-communicating units.

Research is done to ascertain which is the Spanish qualification or diploma that equates to the one that the person holds. All the academic documentation provided is checked (in terms of content, legality, translation) and all appropriate administrative procedures undertaken (application and follow-up of the process file).

The user is followed and supported during the process and a fluid feedback mechanism is maintained with both the Ministry of Education and the department of education of Catalonia (which homologates non-university studies). The department informs AMIC about legislative and procedural changes. These institutions keep the service updated on legal and procedural changes.

AMIC-UGT also cooperates with other integration devices. One of these is the regional family reunification programme which works with social educators and pedagogues to support arriving teenagers regrouped with their parents, to improve their education outcomes. There is cooperation with universities, secondary schools, professional institutes, adult education schools and various other training providers, to improve the level of information to immigrants (such as requirements, registration periods) and support them in practical matters.

Job search assistance establishes direct contact with companies, chambers of commerce and trade unions so that the user can submit a CV or attend a job interview. Many immigrant job searchers have weak ICT skills, low qualification and insufficient language skills. Frequently, they are also in an irregular/illegal situation. This type of user is supported in elaborating a CV and advertising it in online job portals, as well as in performing effective job searches on the internet. A search and identification of training offer in basic skills (language, computer science and other courses) is also carried out.

3.17.3. Quality assurance

All staff hold at least a bachelor degree. Expertise includes political science and administration (with specialisation in immigration, intercultural education, social policy and cultural mediation), social work (with cultural mediation training), online resource management and sociology of immigration.

User data are gathered in a file which undergoes statistical analysis. A yearly report is produced reflecting the provision of services, the number and profile of users and their needs. The report assesses results and issues recommendations for improving the service.

3.17.4. Outcomes

Not reported.

3.17.5. Contact details of the respondent

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3.19. Case study 14: meeting point information and career guidance for migrants

Country/region of practice	Austria, Upper Mur Valley, province of Styria
Date of commencement and duration	March 2011-14
Policy field(s)/sector	Education, VET and non-profit: this trans-sectoral approach corresponds to the national policy of lifelong guidance; widening access and creating new methodologies for special target groups.

3.19.1. Coordination and cooperation

The main purpose is to ensure a free, accessible, provider-neutral basic provision education and vocational guidance regardless of education, employment status, ethnicity, age.

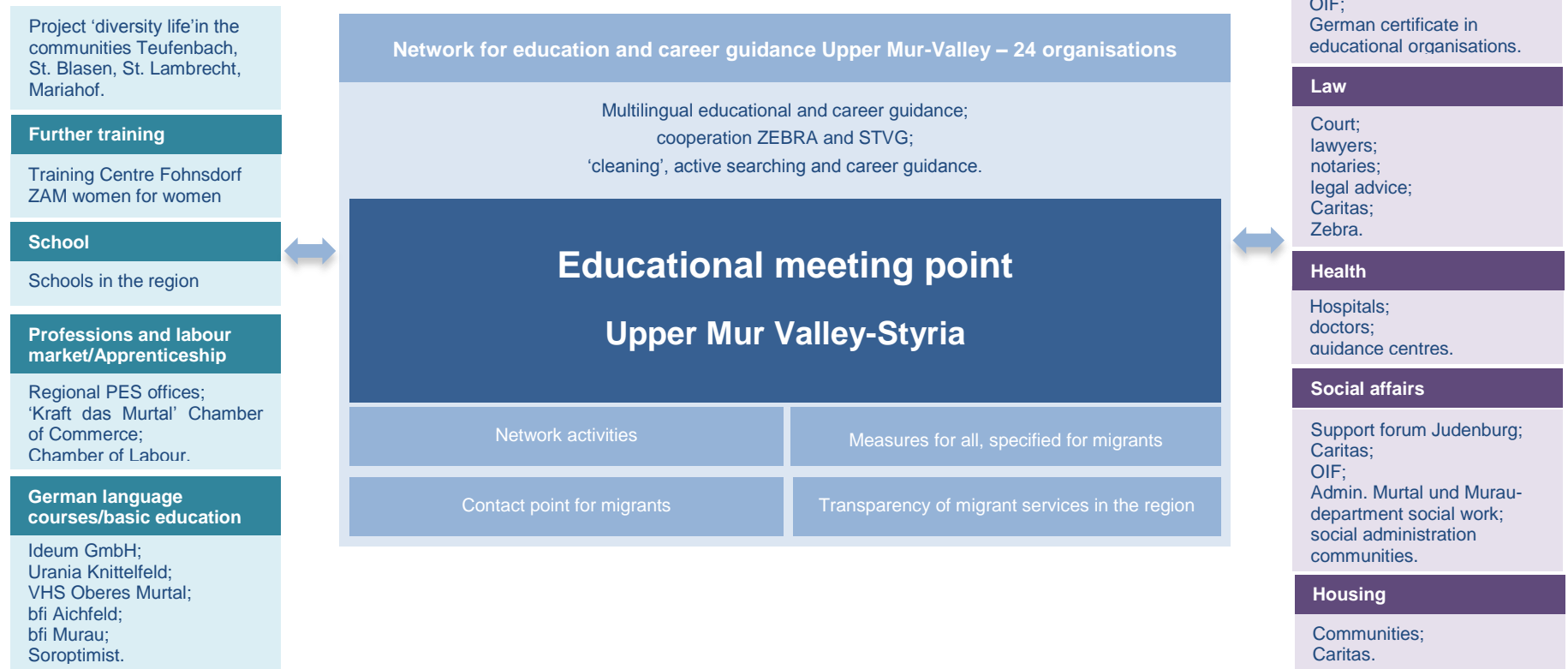
Of particular importance is the attainment of the target group of migrants, those with no/low qualifications, and the elderly. More focused measures include consultants with expertise and experience in the NGO Intercultural Centre of Counselling and Therapy (ZEBRA) on migration, accessible to the regional population in an educational meeting point for career guidance in the Upper Mur Valley.

These actions relate on one side to lifelong guidance policy (see five strategic lines of the national strategy of lifelong guidance) and, on the other, to policies on immigration on national and regional level stakeholders.

Figure 1 **Improvement of participation in further education and training, lifelong guidance/current services**

Meeting point information and career guidance for migrants

Networking migration Upper Mur Valley/Province Styria/Austria



Source: Styrian Association for Education and Economics (STVG).

3.19.2. Activities and methodologies

- (a) Individual guidance counselling; the services are offered by ZEBRA in several languages and provide career prospects to the clients.
- (b) 'Information events' for migrants in multiple languages also providing career prospects to the clients (events provide more transparency, promote the integration process, motivate).
- (c) Workshops for migrants (to understand the history and the current education system in Austria, especially the dual education system, ability to read official notices).
- (d) Workshops to increase awareness of network partners; the expertise and experience of migrants is presented by professionals with migration background.

Practice	Activities developed (see reference)	Methodologies used in activities		Required trained practitioners (Y/N)
		General	Migrant-specific	
Individual guidance and counselling			Services of guidance and counselling are provided in several languages	Y

3.19.3. Groups targeted

Group	Activities	Objective	Compulsory (Y/N)
Women	Information events	Multilingual, promote transparency, encourage, promote integration process	N
Young people	Common activities with street workers and youth centres (joint afternoon of cooking with typical local dishes, reports from the country, experiences)	Awareness, promote knowledge, motivation, reduction of prejudice	N
Unemployed low-skilled	Individual counselling under consideration of the current situation of the client	Motivate, multiple languages, individual needs are priority	N

3.19.4. Access

The services and activities have broad and open access and are not mandatory. All migrants and persons with a migration background have access

to free services. Particular groups of migrants are being visited in their asylum homes, in language courses and social projects, and are looked after.

Translation of leaflets, website announcements, dissemination of information through the network, word-of-mouth advertising in the various immigrant groups, and events in the counselling office are used to promote this practice.

Migrants receive targeted information in their region and long distance travel can be avoided. The good networking and transition in the regional network and the expertise is very local and a regional transfer to other experts or job centre services is also possible.

3.19.5. Quality assurance

The professionals involved were attached to the education network, Styrian Association for Education and Economics (STVG), and ZEBRA; the last of these is specialised in migration. Staff required to be involved in continuing further education and training and have experience in migration. Daily discussions are held.

Results have been mainstreamed using newsletters, the website, reports, presentations on the network, photos and reviews.

3.19.6. Outcomes

The offer was well received and the consultation hours in the region were increased, indicating that even more people can be advised by the service.

At the beginning there was an offer in the region for migrants. Now, immigrants and people with immigrant backgrounds can advise on-site weekly. The integration process and the acquisition of information is encouraged and supported.

There is continuing cooperation with youth centres, street work and information events for young people as well as for the counsellors. Individual advice, counselling and support are provided to unemployed adults. Immigrant women can benefit from information events by experts in the needs of women's groups and individual counselling following the information sessions.

3.19.7. Strengths of the approach

- (a) Pooling of expertise and experience in a counselling centre for all, regardless of race, age and education.
- (b) Consideration of the needs of clients through the experience and expertise of the consultants which can respond locally to all questions on migration.
- (c) Due to the large regional network there is also a smooth transition of clients in a measure, in a company, to an authority.

3.19.8. Contact details of the respondent

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3.21. Case study 15: IQ network Berlin (*Integration durch Qualifizierung Berlin*)

Country/region of practice	Germany, Berlin
Date of commencement and duration	The guidance offer of IQ network Berlin – ‘guidance for immigrants; how they attained their formal qualifications/vocational training abroad’ – was established in October 2011 and is founded by a national support programme integration on qualification (<i>Integration durch Qualifizierung</i>) of the Federal Ministry of Labour and Social Affairs, the Federal Ministry of Education and Sciences and the Federal Employment Agency. The duration will be until December 2014, but there is a lot of activity to promote the programme for a longer period of time
Policy field(s)/sector	The main subject is the recognition of formal qualifications attained abroad, such as vocational training, diplomas, academic diplomas and higher education. The guidance leads to better employment of adult immigrants in qualified jobs or simply better labour market integration

3.21.1. Coordination and cooperation

The guidance offer is linked to a new legal act in Germany. Since April 2012 there is a new law to reform the formal recognition in Germany of qualifications/vocational training attained abroad. The guidance offer has three aims:

- (a) to inform and guide immigrants in the context of the new rights and new opportunities of the law, giving them advice on how to apply for recognition of their diplomas;
- (b) to inform and teach others (multipliers, other institutions) in the new formal rights;
- (c) to observe the whole process of implementation of the new law and structures of practical work.

The reason the actions are being undertaken is the demographic change in Germany and the debate about highly-qualified people from abroad and their potential. In the past many qualified immigrants were not able to enter the German labour market because of a lack of recognition of their diplomas. Formal recognition was mostly linked to residential status and to bilateral agreements at political level. There is no offer of individual testing. Immigrants can apply for the recognition of their diplomas independently from where they

come from and independently of their residential status. They only have to present a proof of jobseeking in Germany.

A major challenge arises from the German federal education system: not all formal qualifications are regulated by this new national law, some have to be regulated by the regional states. Immigrants must still follow a very complicated structure to understand to whom they have to address their formal request, how the procedure of recognition is and how they can apply for funding. There are several different formats for different occupations; immigrants need support to understand the system. The guidance offer is specialist counselling, important for the future career of immigrants in Germany; their chances of qualified employment take into account formal and non-formal competences from abroad.

The action is linked to several institutions and needs good cooperation with:

- (a) public bodies and the chambers with responsibility for the recognition of qualifications (such as the department of education, for pedagogical professions such as teachers and social workers, the department of health, for all professions linked to care and health such as doctors and nurses, and various chambers such as the Chamber of Trade and Industry, the Chamber of Skilled Crafts, the Chamber of Architects);
- (b) the employment agency;
- (c) other institutions offering support in the integration of migrants, good cooperation with migrant organisations;
- (d) embassies;
- (e) universities;
- (f) all actors in vocational training in the region.

The cooperation with migrant organisations is essential. Currently, two migrant organisations take part in the IQ network Berlin and offer guidance for immigrants themselves. They are very close to the migrant communities and have very good knowledge of the vocational training or educational systems of the countries of origins of the immigrants.

3.21.2. Activities and methodologies

The guidance for 'recognition of qualifications/vocational training abroad' is a systemic offer with different steps: one part covers informing and advising immigrants, about the new law and new opportunities, but also of their personal/individual options. The second part is counselling and mentoring within the process. Individuals can choose the second part if they are not sure if they should apply for formal recognition; assistance offered is tailored to individual

needs and circumstances, and can include other aspects linked to the professional career (family, health and, financial issues). This offer continues when formal recognition is undertaken and initial notification of recognition is given to the immigrant. The activities include follow-up with analysis of the notification, explaining the results, giving support to developing a personal strategy to continue, and empowering the immigrants to create and follow their own career strategies.

Both parts of the offer are included in a process of quality assurance. The participating personnel follow common criteria, having group evaluation on their own counselling activities (self-evaluation), and give regular feedback for changes and development of the activities and their collaboration with other partners in the region.

Practice	Activities developed (see reference)	Methodologies used in activities		Required trained practitioners (Y/N)
		General	Migrant-specific	
First information of recognition (law and possibilities for application.	Information	X	X	Y
	Advising			
Counselling/ mentoring within the process of formal recognition.	Counselling		X	Y
	Mentoring			
	Following up			

3.21.3. Groups targeted

Group	Activities	Objective	Compulsory (Y/N)
All immigrants with formal qualification attained abroad	Individual and group counselling	To inform about the law and legal rights, give support in the process, give follow-up support after formal recognition	N

3.21.4. Access

Mechanisms to identify potential clients and promote programmes include announcements on websites (in five languages ⁽⁷⁾), translated leaflets, via migrant communities, radio podcasts (including migrant channels and community press), multipliers (other counselling institutions, other institutions offering vocational training, institutions offering language courses), and employment agencies.

The offer is to qualified immigrants: they have to have attained a formal qualification, (academic degree/diploma or degree of vocational training) abroad.

One partner institution in the network addresses the counselling offer especially to women with academic degrees. The background is a group of women from the former Soviet Union, who have academic degrees in technical studies.

3.21.5. Quality assurance

Those involved are all highly-experienced counsellors in the German labour market and are bilingual. They were offered specialised training on the new national law and the relevant legal acts (from specialised lawyers and representatives of the Federal Ministry of Education and Sciences). They participate in an e-learning platform of counsellors nationwide, to support each other. Most of the counsellors have lengthy professional experience in social work, vocational training advice or law and justice.

Most of the practitioners have migrant background themselves; if not, they are used to working in intercultural projects. Some are self-taught in multicultural approaches.

Activities are situated in four different institutions, all partners in the IQ network Berlin. There were four practitioner workshops to assure the quality in the network, covering:

- (a) the outcome of a 'mission statement': an awareness of frame and mission worked in;
- (b) an awareness of the process of guidance/counselling, with the two parts of the offer and those involved;
- (c) the evaluation of own counselling (methods and instruments of self-evaluation).

⁽⁷⁾ http://www.anerkennung-in-deutschland.de/html/en/iq_network_berlin.php
[accessed 26.3.2014].]

A questionnaire addressed to those counselled was developed to monitor activities; a questionnaire to evaluate own counselling strategies in difficult counselling situations will be used in the future. Every six months half a group evaluation will be undertaken. This 'circle of quality reporting and monitoring' will help assess outcomes. The federal founding programme requires statistical monitoring every three months using an online database; this tends towards reporting on the clients using the offer.

Network coordination is undertaken by the Berlin senate (Department of Integration-Commissioner of Integration), which receives regular reports. There is a monthly newsletter from the Commissioner of Integration and actual outcomes are stated in a report 'one year after the new national law'. The guidance offer is highly recommended by all different types of conferences and meetings of multipliers and strategic partners.

3.21.6. Outcomes

- (a) Number of clients since start: 1 680.
- (b) Number of multipliers who were taught about the new law: 270.
- (c) The evaluation on the outcome of counselling with the clients is still under way.

Specialised counselling is very important to the future professional careers of the immigrants. It is independent and offers an individual approach, in terms of intensity and duration of the counselling or mentoring process. Although only a small part of job orientation, it has to work well with many other institutions and 'bridges' offers between migrant organisations private counselling and public bodies/authorities. Because of its position in the national programme, the guidance is within a nationwide counselling network with regional practitioners.

3.21.7. Contact details of the respondent

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Table 3 **Case studies synthesis**

Objective	Inputs		Process						Reported outputs
	Training of staff	Adaptation of methodologies and tools	Activities	Type of leader organisation	Involved stakeholders	Community involvement	Access	Monitoring and assessment	
Main cases									
Programme of Hesse ‘PIA-Fit für den Arbeitsmarkt’, Germany									
Integrate migrant women 25-55 in labour market, recognise qualifications.	Andragogy, labour market, marketing, HR management, intercultural skills.	Specificities of group are considered.	Interview, assessments, profiling, vacancy identification, CMS training, counselling, coaching.	Non-profit.	Job centres, employers, private employment agencies, non-profit organisations.	Practitioners can be immigrants.	Publicised with flyers, website, print, social media and job centre cooperation.	Monthly reports sent to local job centre; yearly reporting to city government.	Completion of programme, employment, traineeships, self-employment, VET engagement, company-based training.
Adaptation programme and intensive Estonian for unemployed immigrants, Estonia									
Assure proficiency in Estonian language and basic knowledge of culture, history and institutions.	There is no specific guidance training, professionals are language teachers.	No evidence of adaptation.	Informing, language training.	Public sector.	Ministry of Culture, Ministry of Finance.	Some of the teachers are immigrants.	Publicised with website, media, translated posters and leaflets.	Number of students that pass the national language exam.	Better integration (non-specified).
KUMULUS project, consulting and career guidance in work, education and employment for youth and young adults from immigrant families, Germany									
Raise the skills and the employability of youth with immigrant background.	Training includes multicultural skills.	No evidence of adaptation.	Individual counselling, collective information and classroom sessions, parental consultancy, support to schools in identifying internships.	Non-profit.	Non-profit organisations, Berlin senate, schools, PES.	Parental involvement, immigrant employers.	Not publicised, free for students in covered schools.	No specific provisions.	Internships, better employability (non-specified).

Objective	Inputs		Process						Reported outputs
	Training of staff	Adaptation of methodologies and tools	Activities	Type of leader organisation	Involved stakeholders	Community involvement	Access	Monitoring and assessment	
Centre for Validation of Occupational Skills, Sweden									
Validation of skills and recognition of qualifications of newly arrived immigrants.	Skilled craftsmen, trained counsellors, no specific multicultural training.	No evidence of adaptation, foreign language can be used.	Assessment, counselling, advice, validation.	Local government.	Local government offices, labour unions, employers, validation professionals.	Migrant qualified women can be involved in the process.	General information on websites and leaflets, free access, limitations in occupations covered.	Number of successful processes, follow-up annual report to policy leaders.	High percentage of clients working in validated area.
Local integrated programmes for the social inclusion of vulnerable groups (TOP-EKO), Greece									
Integration of at-risk groups, including immigrants, refugees and asylum seekers, by raising skills, finding placements, promoting self-employment and generating access to funding.	Professionalised practitioners with multicultural training.	No evidence of adaptation – general counselling theories are used.	Signposting, informing, counselling (individual and collective), CMS development, vocational training, job shadowing.	PES	PES, Ministry of Labour, Social Security, non-profit organisations, private service providers.	No evidence of community involvement.	Website announcement, leaflets, job centre diffusion.	Follow-up to users (three months).	Raising qualifications, raising skills, validation of skills, job placements, successful business start-ups.

Objective	Inputs		Process						Reported outputs
	Training of staff	Adaptation of methodologies and tools	Activities	Type of leader organisation	Involved stakeholders	Community involvement	Access	Monitoring and assessment	
Project on promoting multiculturalism funded by LLP/Euroguidance project, Greece									
Training experts to provide training to counsellors, teachers and others professionals in multicultural training.	Trainers were multicultural experts.	Instruments used were adapted to cultural groups (psychometric).	Counselling, assessing, surveying, feedback, teaching, mentoring.	Public sector, EKEP.	EKEP, experts, guidance practitioners, researchers.	No evidence of community involvement.	Websites, e-mails, presentations on seminars.	Experts assured all stages of the project, activities were accompanied by a scientific committee – regular reporting, final evaluation seminar was held, results diffused in congresses, website, newsletters.	Adapted standards for psychometric testing, multicultural practitioner profile, training of trainers, training of practitioners, linguistic and cultural adaptation of e-guidance assessment tools.
GIP, Portugal									
Increase immigrant employability through raising of skills and qualifications as well as validation processes, reducing time in unemployment.	Practitioners have counselling and multicultural training.	Information and networking are targeted, but methods are general.	Signposting, informing, mentoring, teaching, enabling, advocating, networking, following up, feeding back.	Public sector: ACIDI	ACIDI, non-profit organisations, private providers, PES, immigrant associations.	Immigrant associations are engaged.	Cooperation with immigrant association to identify, follow-up clients and develop activities, immigrant one-stop-shops also direct people to GIPs.	Follow-up in all stages.	Job placements, internships, skills development, recognition of qualifications, validation of skills, placement in internships, successful training.
Active employment measures and preventative measures for unemployment, Latvia reduction, Latvia									
Labour market integration of several groups, including immigrants.	Practitioners have training in guidance, no multicultural training.	No cultural adaptation of methods.	Counselling, CMS development, informing, advising.	PES.	PES, Ministry of Welfare.	No evidence of community involvement.	Access is free for all jobseekers in legal conditions.	Questionnaires to clients, discussions, seminars.	Motivation and better information (non-specified).

Objective	Inputs		Process						Reported outputs
	Training of staff	Adaptation of methodologies and tools	Activities	Type of leader organisation	Involved stakeholders	Community involvement	Access	Monitoring and assessment	
Prospects services-NCS, London, UK									
Career guidance for adult immigrants to improve employability, adaptability and enhance learning prospects.	Professionalised career advisers with multicultural training.	Individual adaptation of methods accounts for cultural variables.	Assessing, informing, counselling, translation, developing CMS (including language), advising.	Company (mutuality)-Prospects NCS.	NCS, department of business innovation and skills, non-profit organisations, private agencies, PES, educational institutions.	Evidence of community engagement – migrant representatives.	Promotion via web, social media, leaflets, events and local activities.	Auditing of client's personal development plans, direct observation of practices by supervisors, matrix standard attributed to subcontractors, follow-up to clients (six months), outcomes are published and made public.	Relevant coverage of minority communities (%), learning or employment outcomes (%) measured by follow-up, skills, motivation, access to networks, employability, rise in CMS (unspecified), recognition of qualifications (via NARIC).
CED, France									
Increase of employability of at-risk groups (including immigrants) by providing support in access to apprenticeships, training and job placements.	Professional counsellor, trained tutors, no evidence of multicultural training.	No evidence of cultural adaptation of methods, individualised approach preferred.	Assessing, informing, counselling, follow-up, mentoring, networking, sampling.	Regional/local authority-Amiens City Council.	City Council of Amiens, department of Somme, Amiens Hospital Centre, Regional Government of Picardie, PES.	No evidence of direct community involvement, 'godfathers' or firm owners can be immigrants.	Web, print, social media, leaflets.	City council monitors activities; follow-up to clients; a piloting committee formed by partner organisations makes a trimestral evaluation based on qualitative and quantitative indicators.	Celebration of CED; successful completion of programmes; job placement post CED; successful transfer of skills to employer organisations; rise in qualifications.

Objective	Inputs		Process						Reported outputs
	Training of staff	Adaptation of methodologies and tools	Activities	Type of leader organisation	Involved stakeholders	Community involvement	Access	Monitoring and assessment	
+development: comprehensive intervention for immigrants, Greece									
Upgrade immigrant skills and qualifications; improve immigrants' labour market integration; facilitating social integration.	Professionals have training in mediation and frequently have immigrant background.	Methods are adjusted to specific immigrant typology of problems.	Teaching/ training, development of CMS and basic skills, assessing, informing, networking, follow-up, counselling.	NGO Nostos, organisation for social integration.	Nostos, non-profit organisations, centre for women studies, Greek council of refugees, general secretariat for lifelong learning, OAED.	Involvement of communities and of immigrant professionals .	Non-profit organisations approach clients.	Scientific committee evaluation, application of ISO, risk management, certification of final products.	Rate of completion of targets concerning number of users per type of session, planned networking activities and job placements.
Migrant integration portal, Italy									
Provide information about basic services for social and labour market integration.	Contents updated by qualified professionals.	All contents in English and Italian; some of the information is available in 10 languages.	Informing.	Public sector-Directorate-General for <i>dell'Immigrazione</i> .	Ministry of Labour and Social Affairs; Ministry of the Interior; Ministry of Education, University and Research; Ministry of International Cooperation and Integration.	No evidence of direct involvement; website informs about community – based integration initiatives.	Website, leaflets.	Not specified.	Improving the information available for immigrant integration, facilitating integration, improving coordination between services responsible for immigrant integration (non-specified).
Vocational guidance for immigrants (<i>Orientación formativa y laboral</i>), Spain									
Recognition of immigrants' qualifications, support to further career development.	Team members specialised in specific areas such as law, mediation and immigrant issues.	Individualised approach; no evidence of cultural adaptation of methodologies.	Informing about training, recognition systems, labour market;	AMIC.	Labour union, Barcelona municipality; cooperation with Ministry of Education, PES, Red Cross, the	Immigrant and refugee associations are involved.	Website, seminars; although not specified, service appears to be signposted in	Characteristics and needs of clients as well as intervention results registered and statistically	Recognition of qualifications, rise in skills and qualifications, empowerment of immigrants (not

Objective	Inputs		Process						Reported outputs
	Training of staff	Adaptation of methodologies and tools	Activities	Type of leader organisation	Involved stakeholders	Community involvement	Access	Monitoring and assessment	
			assessing and validating skills, counselling, advising.		Bar of Attorneys, refugee associations, the residence permits service and language courses providers.		PESs.	treated; annual report.	specified).
Meeting point for information and career guidance for migrants, Austria									
Provide career support service to at-risk groups (especially immigrants).	Staff specialised in migration issues.	Adaptation is linguistic; gender, age and economic situation are used to adapt methodologies rather than culture.	Multilingual individual counselling and information sessions; workshops on training system, history and culture; awareness raising activities.	ZEBRA.	ZEBRA, training centres, women associations, PES, German language providers, social support organisations, hospitals, guidance centres and regional administrations.	Awareness raising activities are developed near to the project partners, using experts with immigrant background.	Leaflets, announcements on website, dissemination of information through the network, word-of-mouth advertising in the various immigrant groups, events in the counselling office.	Staff specialised in migration issues; regular update training required; procedures discussed on a daily basis; results have been disseminated using newsletter, website, reports, presentations on the network, photos, reviews.	Increase in the number of sessions in counselling, advising and information; increased cooperation with organisations in communities.
IQ network Berlin, Germany									
Recognition of formal qualifications attained abroad.	Staff is bilingual counsellors, with legal training; many have migrant background or intercultural	Individual approach.	Informing, advising, counselling, mentoring, following up, recognition of qualifications,	Public: IQ network Berlin.	Berlin senate, sector validation entities, public department connected to occupations, PES,		Access to immigrants with qualifications, women with higher education have specific	Self-evaluation of staff, regular feedback, group evaluation, questionnaires to clients,	Number of clients, number of multipliers trained.

Objective	Inputs		Process						Reported outputs
	Training of staff	Adaptation of methodologies and tools	Activities	Type of leader organisation	Involved stakeholders	Community involvement	Access	Monitoring and assessment	
	experience; evidence of some targeted training.		e-learning.		embassies, immigrant organisations, universities, VET providers.		programme; websites, translated leaflets, podcasts, use of migrants' media, counselling organisations, VET providers, employment agencies, language schools.	statistical monitoring every three months.	

Source: Cedefop.

CHAPTER 4.

General structure of interviews with experts

4.1. Identification

- (a) Name.
- (b) Professional affiliation (if applicable).
- (c) Expert area (e.g. sector, publics, types of methodology/theories, activities, administrative level/policy area).
- (d) Short description of relevant experience.

4.2. Questionnaire

Target groups and guidance methodologies:

- (a) Which ones do you believe to be the biggest challenges to the labour market integration of migrants?
- (b) Which groups do you believe to have particular difficulties in achieving integration (refer to nationality/origin, gender or age, as relevant)?
- (c) Which guidance methodologies do you believe to be more effective to enable the integration of migrants (please refer group specificities, if applicable)?
- (d) How should the methodologies respond to the characteristics of the target groups such as the culture or the specific typology of their challenges?
- (e) Are there general methodologies that work for every group, or do the interventions have to be tailored to the groups' characteristics?
- (f) How do you believe guidance can respond to recent changes in the character and composition of migrations (e.g. origins, reasons)?
- (g) What new roles do you believe guidance can play in the integration of migrants (please refer to specific methodologies/approaches)?
- (h) Synthetically, what are the characteristics of a higher quality practice in guidance for immigrants?
- (i) How do you believe sustainability and coherence of practices can be achieved?

The evolution of guidance services in the national frameworks:

- (a) typical structures in your country (when applicable);
- (b) What part do you believe guidance has effectively been playing in the integration of migrants?

- (c) Are guidance activities articulated with the several policy fields and levels which contribute to the integration of immigrants? How?
- (d) Where and when do you believe guidance should be provided to immigrants? Are there best practices to increase access and effectiveness?
- (e) Which main actors do you believe should be involved in organising the provision of guidance for immigrants?
- (f) How do you think continuity and consistency of guidance practices for immigrants can be assured?
- (g) What do you believe to be the future for guidance activities aimed at immigrants?
- (h) How do you believe sustainability and coherence of practices can be achieved?
- (i) Which role do you believe European institutions can play in achieving a more relevant role for guidance in the integration of immigrants?

CHAPTER 5.

National migration policies

5.1. Belgium

There are three types of visa: short-stay, which includes tourism, business, family visit and medical treatment; long-stay (more than three months) including limited stays as employees, self-employed, *au pairs*, students and interns; and cases of possible unlimited duration, such as family reunification, victims of trafficking, refugees.

A permit is required for legal residence. Asylum applicants are issued a certificate of matriculation and, when recognised as a refugee, a permit for unlimited duration. There are no integration requirements for residence permits, only material conditions. Flanders has a mandatory integration programme for certain types of migrants. The Walloon region is also working on a mandatory integration programme.

Both a residence and a work permit are required to have access to the labour market. Prior authorisation is needed to gain access, both for paid employment and the self-employed. The most common permit is valid for up to 12 months. Highly-skilled workers, firm managers, researchers and professors have support in accessing the labour market. Self-employment is accessible via application for a professional card.

Policy priorities include the development of global strategy to respond to the increase in family reunification and asylum seeking, the fight against fraud and illegal migration, and transposition of EU directives. Significant changes were made to the rules on family reunification and measures were developed to increase the number of returns. The nationality law was reviewed and is now more restrictive.

5.1.1. Responsible institutions

Responsibilities are divided between federal and regional level (communities and regions).

At federal level, the State Secretary of Migration, Asylum and Social Integration is politically responsible for entry, stay and removal of foreigners, as well as for the reception of asylum seekers. Other public services involved include the Federal Public Planning Services Social Integration, responsible for integration and reception of asylum seekers, the Federal Public Service of

Justice, responsible for Belgian citizenship, and the Federal Public Service Employment, Labour and Social Dialogue and the regions, responsible for labour market policy. Practical implementation of labour market policy is under the responsibility of the regional governments.

5.1.2. Legislation

Law of 15 December 1980 on entry, stay, settlement and removal of foreign nationals.

Law of 30 April 1999.

5.2. Germany

Third-country citizens apply for a visa prior to entry via German diplomatic services. Residence permits are issued for employment, family reunification, study, self-employment and humanitarian reasons. Prerequisites for a residence title include: holding a secure means of subsistence; known identity and nationality; no grounds for expulsion; no objections and no threat to the interest of the state; and possession of a valid passport or travel document.

Applications for permanent residence – settlement permits – are also possible. Integration courses for immigrants are compulsory only for certain types of residence permit. Citizenship is obtained via a process of naturalisation which requires residence in Germany for at least eight years, ability to ensure own means of subsistence, and no judicial sentences for criminal acts.

Access to the labour market generally requires a residence permit, although special authorisations may be given. Employment permits require proof that the placement will not harm the national job market, that there are no German applicants in equal conditions, and that work standards are at least at the same level with German workers.

Asylum applicants may receive a work permit after one year, if the Federal Employment Agency has ruled out negative consequences for the employment situation of German nationals, EU citizens and third-country nationals have unlimited access to the labour market. Recognised refugees obtain unrestricted and unlimited work permits.

Policy priorities include assessment of the humanitarian impact of return orders, introduction of naturalisation tests, aiding the immigration of highly-skilled workers, clarification of conditions and practices for entry and removal.

5.2.1. Responsible institutions

- (a) Foreigners' offices are responsible for all decisions on residence and employment.
- (b) Municipal foreigner authorities are the competent administrative bodies for all residence and passport-related measures and rulings.
- (c) Federal Office for Migration and Refugees (BAMF) deals with applications for asylum.
- (d) The Federal Ministry of the Interior (BMI) has most of the integration responsibilities.
- (e) BAMF and the federal police as subordinate authorities to the BMI are responsible for most tasks at federal level. Other essential actors within administration and management of procedures are the foreigners' authorities of the federal states (regarding residence), the Federal Employment Agency (regarding access to the labour market) and the diplomatic missions (regarding visa issue).

5.2.2. Legislation

Immigration Act: asylum/refugee law and immigration/residence law.

The 2004/05 Immigration Act, transposed EU directives, including the Dublin II regulation, the Qualification directive, the Researcher directive and the Blue card directive.

Residence Act: regulates the entry, residence and employment of third-country nationals.

Asylum Procedure Act: regulates the asylum procedures and the recognition of refugees.

5.3. Estonia

There are three types of visa for entry into Estonia: air transport visa, short-stay visa, and long-stay visa. Temporary residence permits are issued for employment, business, study and family reunification. These are issued if a minimum income is declared.

Third-country citizens can apply for a long-term residence permit and for citizenship. Citizenship applications are accessible to those with a valid residence permit residing in Estonia at least since 1990, or to holders of long-term and permanent resident permits. Requirements for citizenship include knowledge of the Estonian language.

Third-country citizens can obtain employment in occupations where there is no Estonian or other EU citizen with the same skills and qualifications applying

for the same position. Employment and self-employment third-country citizens are limited to an annual quota of 0.1% of the Estonian permanent population. Citizens with temporary stay have the right to work.

Estonia entered the EU in 2004 and the Schengen agreement in 2007. Policy priorities include facilitating the integration of highly-skilled workers, the transposition of EU regulations and increasing the efficiency of services.

5.3.1. Responsible institutions

Migration and asylum policy is mainly under the Estonian Ministry of the Interior which cooperates with the security police board, the Ministry of Foreign Affairs and the Estonian unemployment insurance fund. The Ministry of Foreign Affairs is responsible for visa issues. The Ministry of Social Affairs is responsible for accommodation of asylum seekers.

5.3.2. Legislation

Aliens Act: regulates the entry of non-European foreign citizens, their stay, residence and employment.

Citizens of the EU Act: regulates the basis for stay and residence of citizens of the EU.

Act of Granting International Protection to Aliens: regulates granting international protection, the legal status and basis for stay.

Citizenship Act: regulates issues related to citizenship.

State Borders Act: defines the state border, the border regime, and the liability for violation and illegal crossing.

5.4. Greece

Visas are issued by consular offices, but may exceptionally be issued by passport control agencies. Asylum applicants may submit their application to police authorities at the border. Illegal entrants are subject to prison sentences.

Visas are issued for short-stay or long-stays for seasonal work, independent financial activity, studies, and family reunification, while an application for residence permits must be submitted before expiry (except for seasonal workers, who reside with a national visa for the specific period) to the decentralised authorities of Greece or in municipalities, where 'one-stop shop' services do not exist.

Residence permits are issued after a process which includes interviews for employment, independent financial activity, special reasons (such as studies or training), exceptional reasons (such as humanitarian), family reunification, long-

term (10 years duration) and EU long-term resident status. Asylum applicants follow a similar procedure and are entitled to legal assistance at their own expense.

Initial residence permits have a one-year limit, renewable up to two years. After five years of residence, a long-term resident permit can be requested. Recognised refugees receive a residence permit for five years, which can be renewed. Citizenship can be granted after 10 years of residence (five for refugees) in the absence of a serious criminal record and with proof of knowledge of language, history and culture.

Access to the labour market requires a formal labour contract with an adequate salary. After a year, workers can work in more than one prefecture. Investors have special access. Asylum applicants have the right to temporary employment under certain conditions. Recognised refugees can acquire a work permit of duration similar to their residence permit.

Policy priorities have focused on establishing a reception and integration system for the new wave of migration. Measures have included simplification of procedures, cooperation between authorities, initial screening of asylum applicants and the establishment of one-stop-shops.

5.4.1. Responsible institutions

- (a) Ministry of Interior (General Secretariat of Population and Social Cohesion), coordinates migration policy (legal migration) and social integration of third-country nationals.
- (b) Ministry of Public Order and Citizen Protection is deals with illegal migration, border control and asylum procedures (police headquarters, first reception service, asylum service).
- (c) Foreign Affairs Ministry manages Schengen and national visas.
- (d) Ministry of Labour and Social Security in cooperation with the Ministry of Interior, evaluates labour market needs and the registration of requests for foreign labour force, and sets the requirements for granting and renewing residence permits.
- (e) The Ministry of Justice, Transparency and Human Rights is responsible for the legal guardianship of third-country nationals and unaccompanied minors.
- (f) The Ministry of Development, Competitiveness, Infrastructure, Transport and Networks cooperates in issuing residence permits for the purpose of independent financial activity or investment.
- (g) The Ministry of Shipping, Maritime Affairs and the Aegean is responsible, with the Hellenic police, for sea/border surveillance and the fight against illegal migration.

- (h) Decentralised authorities of the state (former regions) are responsible for issue/renewal of most residence permits.
- (i) Other relevant organisations include the United Nations High Commissioner for Refugees, the Greek Council of Refugees, the Greek ombudsman and the National Commission for Human Rights.

5.4.2. Legislation

Law 3386/2005 on entry, residence and social integration of third-country nationals in the Greek territory, as amended by several laws.

Law 4018/2011 on the establishment of 'one-stop shop' services, competent for issuing residence permits to third-country nationals.

Presidential decrees transposing EU directives.

Law 3907/2011 on the establishment of an asylum service and a first reception service.

5.4.3. Links

[Accessed on 13.3.2014]

Ministry of Public Order and Citizen Protection	http://www.minocp.gov.gr
Ministry of Foreign Affairs	http://www.mfa.gr
Ministry of Interior	http://www.ypes.gr
Ministry of Labour and Social Security	http://www.ypakp.gr
Ministry of Shipping, Maritime affairs and the Aegean	http://www.yen.gr

5.5. Spain

Third-country citizens have entry into Spain under two regimes: short-term stay or residence. Short-term stay is granted for up to 90 days. Residence permits cover situations such as work, family reunification or non-work residence.

Admission criteria for settlement are related to the labour market. Work permits require that employment is obtained via a general scheme, a collective management of recruitment in the country of origin (according to an official list of hard-to-fill jobs) or job search visa. Work permits for self-employed workers require a certification of relevant professional qualifications or a proof of resources for job creation.

Refugees are entitled to a long-term residence and work permit. Provisional residence or stay permits are valid for up to six months and renewable. Work

permits are generally granted after the provisional residence permit has expired. All asylum applicants and refugees can benefit from social support.

Temporary residence is granted for one year and possibly renewed for periods of two years (with exceptions such as family reunification). Long-term residency can be granted after a period of residence of five years, entitling immigrant citizens to a renewable 'aliens' identity card valid for five years.

Policy priorities have been driven by the transposition of European directives, with the participation of social partners.

5.5.1. Responsible organisations

- (a) Migration policy is under three ministries: the Ministry of Employment and Social Security, the Ministry of the Interior, and the Ministry of Foreign Affairs and Cooperation.
- (b) Citizenship processes are under the Ministry of Justice.
- (c) The General Secretariat for Immigration and Emigration, under the Ministry of Employment and Social Security, has main responsibility for managing immigration processes.
- (d) The Sectoral Conference for Immigration (Ministry of Employment and Social Security) coordinates different administrations.
- (e) The regional authorities and the autonomous communities, also cooperate in migration policies.

5.5.2. Legislation

Article 13.1 of the Spanish constitution.

Organic Law 4/2000 of 11 January 2000 establishes the rights and freedoms of foreign nationals and is regulated by the Royal Decree 557/2011 of 20 April 2011 and the Royal Decree 240/2007 of 16 February 2007.

Law 12/2009 of 30 October 2009 regulates asylum and subsidiary protection.

5.5.3. Links

[Accessed 13.3.2014]

Ministry of Employment and Social Security	http://www.meyss.es
Ministry of Home Affairs	http://www.mir.es
Ministry of Foreign Affairs and Cooperation	http://www.maec.es
Ministry of Justice	http://www.mjusticia.es
Ministry of Finance	http://www.fiscal.es

5.6. Italy

Third-country nationals planning to stay longer than three months must apply for a residence permit. Applicants sign the 'integration agreement' to have access to the 'point-based permit of stay'; the agreement must be signed by all adult foreigners applying for a residence permit in Italy and is valid for two years. Language tests are mandatory for long-term residence permit applicants.

Citizenship can be obtained via marriage with an Italian citizen (final status granted after two years of residence after the date of marriage), or through a period of 10 years of regular and uninterrupted residence.

Integration in the labour market is handled by employers which must request authorisation to hire foreign workers to the specific desk for immigration of their regional prefecture. The workers then have six-months to apply for an entry visa.

Policy priorities have focused on decentralising procedures for the renewal of residence permits to municipalities, improving integration of immigrants by increasing access to education and learning, work, housing and local administration and fighting irregular immigration from northern Africa and human traffic.

5.6.1. Responsible institutions

- (a) The inter-ministerial Coordination and Monitoring Committee for regulations on migration coordinates migration policy supported by an inter-institutional technical working group appointed by the unified conference (state-cities and local authorities).
- (b) The Ministry of Interior coordinates the implementation of migration policies through the department for civil liberties and immigration and the department of public security.
- (c) Other relevant organisations include the Ministry of International Cooperation and Integration, the Ministry of Labour and Social Policies and the Ministry of Foreign Affairs.

5.6.2. Legislation

Consolidation Act on Immigration (Legislative Decree No 286/1998) regulates the field of asylum and migration in Italy (modified to transpose the EU directives).

Law No 94 of July, 15 2009 on 'security package' regulating the length of detention and imprisonment of irregular immigrants and applicable fees.

In 2010, the 'integration agreement' was introduced. The agreement regulates the 'point-based permit of stay'.

In 2010, language tests were also made mandatory for obtaining a long-term residence permit.

5.7. Latvia

5.7.1. Policy context

Latvia issues temporary and permanent residence permits. The temporary residence permit is valid up to a year and renewable for periods of one year. The permanent residence permit is renewable and valid for five years.

Permanent residence permits or long-term resident status require Latvian language skills at grade 2, lower level. Non-compliance with language requirement still allows for application to a temporary residence permit. Citizenship requires permanent residence for a minimum period of five years. Access to the labour market requires a work permit.

Policy priorities in Latvia are currently shifting towards attracting qualified labour.

5.7.2. Responsible organisations

- (a) The Ministry of Interior coordinates migration policy through the Office of Citizenship and Migration Affairs.
- (b) The state border guard works on the prevention of illegal migration.
- (c) Other relevant organisations include the Ministry of Foreign Affairs, the Ministry of Welfare, the Ministry of Economics, the Ministry of Finance, the Ministry of Justice, the Ministry of Health, the Ministry of Education and Science and the Ministry of Culture and the Ombudsman.

5.7.3. Legislation

Immigration Law regulates procedures for entry, stay, transit, exit and detention of foreigners.

Asylum Law regulates the rights to receive asylum, refugee status or an alternative status or temporary protection.

Law on the status of a long-term resident of the EU regulates the procedure for granting and losing the status of long-term resident of the EU.

5.8. The Netherlands

Visas are required for entry and can be requested from diplomatic services and in certain cases at the border. Asylum applicants have to submit their application in person at the Dutch external border. Both temporary and permanent residence permits are issued for family reunification, adoption and foster children, re-entry, work, study, under Council Directive 2004/114/EC, exchange programmes, working holidays, *au pairs*, medical treatment, medical emergency situations, family members, and victims or witnesses of human trafficking.

Holders of residence permits are entitled to accommodation in a municipality of their choice as well as training, social security benefits, study grants and family reunification (with specific terms). To have access to the labour market, migrants are required to hold a residence permit and a work permit. Work permits are valid up to three years. Highly-skilled migrants, under the high-skilled migrants' scheme, with a residence permit do not need a work permit. Asylum applicants can access the labour market six months after the start of the asylum procedure. Citizenship can be obtained through application, birth or naturalisation.

Policy priorities have focused on the labour market integration of highly-skilled workers and students. Specific measures have included the extension of the job search period applicable for foreign students, reduction in the income limit, supporting processes in the Immigration and Naturalisation Service (IND), improvement in collaboration and data exchange between the IND, the Employee Insurance Schemes Implementing Body (work permits), municipalities and the tax authorities, and simplification of the residence permit process.

5.8.1. Responsible organisations

- (a) The Secretary of State Security and Justice has overall responsibility for migration policy.
- (b) The immigration policy department develops policy on immigration.
- (c) The Royal Constabulary manages border control and support in the asylum procedure.
- (d) The Agency for the Reception of Asylum Seekers manages asylum applications.
- (e) The IND is responsible for implementing policies on foreign nationals and treatment of migration and asylum applications.
- (f) The aliens police monitors foreign residents.

(g) The repatriation and departure service is in charge of the return policy.

5.8.2. Legislation

Aliens Act 2000 lays down the conditions applicable to the entry and admission of foreign nationals, including the asylum procedure, and for the removal of foreign nationals who do not have any right of residence.

Integration Act and the Civic Integration Abroad Act lay down the mandatory requirements for integration of foreign nationals in the Netherlands.

Netherlands Nationality Act lays down the conditions for obtaining and losing Dutch citizenship.

Aliens Employment Act regulates the admission of foreign nationals to the Dutch labour market.

Administrative Penalty for Aliens Employment Act stipulates that an administrative penalty may be imposed on employers if they employ foreign nationals illegally.

5.9. Austria

In 2011, new regulations in the framework of the Asylum Act and the Settlement and Residence Act were introduced, including the establishment of a system of free legal aid in asylum proceedings, and a new legislative framework for the immigration of (highly) qualified workers. The new regulations created new residence titles: a 'red-white-red card', a 'red-white-red card plus' and a 'visa for the purpose of job search'. The system allows entry of highly-qualified workers without any quota restrictions, using a fixed point system.

Visas are issued for short-term stays (up to six months) and long-term stays (over six months). For stays of over six months, residence titles are available, depending on the purpose of stay (studies, research, employment, family reunification). First residence permits are applied for via the competent Austrian representation authority in the country of origin. German language at A1 level of the common European framework of reference is required, followed by A2 level within two years after immigration and level B1 for a long-term residence permit as well as citizenship.

Work permits are usually restricted to certain occupations; applications are submitted by the employer. Some federal states may provide work allowances and exemption cards which grant levels of access to the labour market. Asylum seekers only have access to work permits in a limited number of sectors. Under international protection status citizens have unrestricted access to the labour market.

Policy priorities include supporting the integration of highly-skilled workers and the reduction of irregular migration. Simplification of migration and asylum seeking procedures is being undertaken, through the creation of the Federal Office for Aliens' Affairs and Asylum.

5.9.1. Responsible institutions

The Federal Ministry of the Interior (*Bundesministerium für Inneres*) (BMI) has responsibility for asylum and migration issues. Access to the labour market is regulated by the Federal Ministry of Labour, Social Affairs and Consumer Protection. The Federal Ministry of European and International Affairs (FMEIA) issues visas.

Austria's federal structure is reflected in its institutional system on immigration.

Provincial governments are involved in setting annual quotas for residence titles. The PES Austria can be in initiatives for labour market integration of qualified immigrants. The municipalities and district commissions implement integration measures at local level.

5.9.2. Legislation

Asylum Act: regulations on the application procedure for international protection, in conjunction with the Dublin Regulation.

Settlement and Residence Act: residence titles and respective procedures.

Aliens' Police Act: provisions on entry in conjunction with the Schengen borders code.

Visa code: issue of documents and return measures.

Aliens' Employment Act: regulating access to the labour market.

5.9.3. Links

[Accessed on 13.3.2014]

Federal Ministry of Labour, Social Affairs and Consumer Protection	http://www.bmsk.gv.at
BMI	http://www.bmi.gv.at
FMEIA	http://www.bmeia.gv.at
PES Austria	http://www.ams.at
Federal Asylum Office	http://www.bmi.gv.at

5.10. Portugal

Third-country citizens must prove, on entry, that they have sufficient means of subsistence for the period of stay and for return.

Temporary stay visas are granted for medical treatment (or accompanying family members undergoing medical treatment), to provide vocational training (covers citizens of Member States of the World Trade Organisation), for temporary work and scientific research in higher education, to develop highly-skilled activities and to practise competitive sports.

A residence visa is necessary to apply for a residence permit. Residence visas can be requested for work, self-employment/entrepreneurial activity, research or highly-qualified activities, to study, internships, voluntary work and family reunification.

Access to the labour market requires a work contract and a social security number. Asylum applicants with a provisional residence permit can access the labour market, after their application has been deemed valid.

Policy priorities have been driven by the transposition of the EU *acquis* and by a strategy to attract highly-skilled workers and entrepreneurs, by reducing bureaucracy and increasing support.

5.10.1. Responsible organisations

- The Ministry of Internal Administration is responsible for monitoring the movements of individuals across national borders, assessing asylum cases and for decisions on refugee status.
- The Immigration and Border Service is responsible for implementing immigration and asylum policies.
- The national republican guard, the maritime police and the public security police cooperate in the monitoring of immigrants.
- The ACIDI coordinates integration policy.
- The Authority for Labour Conditions is responsible for inspecting working conditions in Portugal.

- (f) The Portuguese Council for Refugees (CPR) is dedicated to hosting asylum seekers and assisting with the integration of refugees.
- (g) Other relevant organisations include NGO CPR, which is an operational partner of the UNHCR, Immigrant Solidarity and SOS Racism.

5.10.2. Legislation

Law No 23/2007 amended by Law No 29/2012: regime for the entry, stay, departure and removal of foreigners.

Law No 27/2008 (Asylum Law) establishes the necessary conditions and procedures for applicants to acquire the status of refugee and associated protection.

Cabinet Resolution No 74/2010: second national plan for integrating immigrants.

Cabinet Resolution No 79/2010: second national plan against trafficking of human beings.

5.11. Sweden

Entry permits must be arranged before arrival in Sweden via diplomatic services. Residence permits are issued for asylum, family reunification and other reasons. There are no prerequisites linked to integration, language skills, or similar to obtain Swedish citizenship.

Work permits require an offer of employment from an employer in Sweden in parity with a Swedish collective agreement or customary terms in the occupation or sector, and that the job must have been advertised in Sweden and the EU. A work permit is generally required for asylum seekers to work in Sweden; this is normally valid until a residence permit has been granted or the asylum seeker leaves the country. Asylum seekers whose applications have been rejected can apply for a work permit.

Policy priorities have focused on reducing waiting times and cost with asylum seekers by improving resource management and cooperation between involved public services, developing better quality assurance systems, and making the processes more transparent. The reforms have been effective in reducing length of stays in the country and costs for reception of asylum seekers. Processing times are still, nevertheless, long, due to the frequent asylum seekers' lack of identity documents.

The 'labour market test' for immigrant integration was phased out and the only requirement is that the working conditions of placements are in line with Swedish collective agreements. Employers can recruit any individual, regardless

of nationality, country of origin or profession. In 2011, tuition fees were introduced for students from third countries.

5.11.1. Responsible organisations

- (a) Tasks generally performed by ministries in other countries are performed in Sweden by civil service departments, which are organised under a ministry.
- (b) The migration board reports to the Ministry of Justice, although it is formally subordinate to the government. The board coordinates the divisions for asylum and manages migration and citizenship.
- (c) Other responsible organisations include migration courts, the migration court of appeal, the police, the prison and probation service, Swedish missions abroad, and county administrative boards. Municipalities and county councils also cooperate in integration policy.

5.11.2. Legislation

Aliens Act (2006) and its regulation, the Aliens' Ordinance.

Administrative Judicial Procedure Act which regulates appeals.

Administrative Procedure Act.

5.12. United Kingdom

Prior entry clearance is required for visa nationals and visitors for more than six months, granted by an entry clearance officer. Non-visa nationals, staying for six months or less, also require entry clearance. Visitor categories include general visitor (tourist), family visitor, business visitor, sports, entertainer and special visitor (such as children and private medical patients). Stay is generally for up to six months.

Applications are classified in five categories: highly-skilled migrants; skilled migrants with a job offer; low-skilled workers; students; youth mobility and temporary workers. The point-based system used to classify entrants' accounts for a number of characteristics such as age, qualifications and previous earnings, and English language ability. Except for highly-skilled migrants and students, all applicants must provide a certificate of sponsorship. Asylum processes include a screening interview, which may lead to granting asylum, humanitarian protection, discretionary leave or refusal.

Visa holders can apply for legal residence. Highly-skilled and skilled immigrants, as well as third-country nationals who have formed a relationship with an EU national, have access to settlement. Temporary workers generally have no access to settlement. A person either recognised as a refugee or given

humanitarian protection receives a residence permit for five years, after which he/she can apply for residency or indefinite leave to remain. All applicants are required to have passed courses in English and UK society. British citizens have an automatic right to live in the UK and to apply for a passport.

Asylum applicants do not have permission to work while awaiting a decision on their claim; however, there is an exception for those who have been awaiting a first instance decision for more than 12 months.

Asylum and migration systems in the post-war years focused primarily on the migration of commonwealth citizens; initially encouraged to fill post-war labour shortages, such migration, was progressively discouraged in accordance with labour market changes and shifts in public opinion.

Policy priorities have focused on developing the point-based system (2008) so that entry and extension of stay are simplified and dependent on employability; developing the asylum process through technological modernisation, proactive border control and new legislation. From 2010 onwards, the focus has been on reducing net migration and abuse of the immigration system.

5.12.1. Responsible organisations

- (a) Home office is the government department responsible for immigration and asylum policy.
- (b) UK Border Agency, attached to the Home Office, is responsible for the operational implementation of asylum and migration policy.
- (c) Migratory Advisory Committee provides independent advice to the government on migration issues.
- (d) Independent family returns panel provides advice on family returns.
- (e) The first and upper tribunal immigrations and asylum chambers, under the Ministry of Justice, handle appeal cases.

5.12.2. Legislation

Immigration Act 1971 and attached immigration rules.

British Nationality Act 1981.

List of abbreviations

ACIDI	Alto Comissariado para a Imigração e Diálogo Intercultural [High Commissioner for Immigration and Intercultural Dialogue]
ALG II	Arbeitslosengeld II [unemployment benefit two]
AMIC	Associació d'Ajuda Mútua d'Immigrants a Catalunya [Immigrant's Mutual Support Association of Catalonia]
ARSIS	Social Organisation for Youth Support
BAMF	Federal Office for Migration and Refugees
BME	black and minority ethnic
BMI	Bundesministerium für Inneres [Federal Ministry of the Interior]
BQN	Berufliches Qualifizierungsnetzwerk für Migrantinnen und Migranten in Berlin [professional qualification network for migrants in Berlin]
CED	contrat engagement diversité [contract commitment diversity]
CPR	Portuguese Council for Refugees
CMS	career management skills
CV	curriculum vitae
EKO	ευπαθείς κοινωνικές ομάδες [vulnerable social groups]
EKEP	National Organisation for Vocational Guidance
Eoppep	National Organisation for the Accreditation of Qualifications and Vocational Guidance
ESOL	English for speakers of other languages
EU	European Union
FMEIA	Federal Ministry of European and International Affairs
GIP	Gabinete de Inserção Profissional [Professional Insertion Office for Immigrants]
GLA	Greater London Authority
HR	human resources
IND	Immigration and Naturalisation Service
ISO	International Organisation for Standardisation
ISS	integrated secondary schools
IT	information technology
KEK	vocational training centres
MCI	multicultural counselling inventory
MISA	Integration and Migration Foundation Our People

MRC	Migrants Resource Centre
NCS	National Careers Service
NEET	not in education, employment, or training
OAED	Greek Manpower Employment Organisation
Ofsted	Office for Standards in Education, Children's Services and Skills
PACTE	access pathway to local civil service careers
PES	public employment service
PiA	Migrantinnen fit für den Arbeitsmarkt [Migrants fit for the labour market]
SAIER	Immigrants, Foreigners and Refugees' Support Service
SEA	State Employment Agency
SFA	Skills Funding Agency
STVG	Styrian Association for Education and Economics
SYU	executive accompanying support service
UGT	Unión General de Trabajadores [General Labourers' Union]
UK	United Kingdom
UNHCR	United Nations High Commissioner for Refugees
VET	vocational education and training
ZEBRA	Intercultural Centre of Counselling and Therapy

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