European community of learning providers: annual meeting

Promoting quality in learning delivery

Cedefop Thessaloniki

CEDEFOP
European Centre for the Development of Vocational Training

Working Paper

Learning providers and Migration: Empowerment and Integration through Learning
(with a focus on Vocational Education and Training)

Foreword

In 2017 Cedefop set up the Community of Learning Providers together with VET4EU2, the umbrella organization regrouping EfVET, EVBB, EVTA, EUCEN, EUproVET and EURASHE, the six Associations active in VET at EU level, to better ground its work on providers' needs and priorities and to share its work results with the broader audience of providers at EU level.

It was agreed the Community to have a strong brokerage function, to work on a voluntary and reciprocal basis, to privilege demand-side and promote practical applications. Producing concrete practical guidance for practitioners and suggestions to the European Commission on selected themes have been the Community's objectives under the motto: *Think European - Act Locally*.

The Community started experimenting with its functioning by defining its first work programme (2017-2020) focusing on VET providers[1] role in three priority areas, for them, namely on their role in enhancing the use of technology enhanced learning (TEL) in their institutions, in supporting their staff mobility, and in promoting third country nationals (TCN) integration and empowerment through learning. Next, the Community set up three working groups (WGs) to address these themes. Each WG has been coordinated by a different association representative and consisted mainly of providers, teachers and professors experts in the specific theme and members of one of the six associations above mentioned.

The WGs proceeded through mutual information sharing and expert cooperation starting with participants' experience and know-how, considering Cedefop work and based on EU related policies, programmes and outcomes of EU co-financed transnational projects. The WGs worked through meetings and regular correspondence per e-mail mostly while the set-up of an online platform to complement the Community is under refinement at present.[2]

Due to policy calendar imperatives, the Community was asked to deliver almost one year earlier than foreseen. Despite this change, we think that the present working paper captures all important messages and issues the WG3 on 'Learning providers and Migration: Empowerment and Integration through Learning' wishes to convey. This document is the outcome of its work.

The WG3 has been coordinated by Horst Dreimann, EVBB general secretary, with the support of Tina Bertzeletou, Cedefop VET expert. The reader will find WG3 composition and working method in Annex A of the present paper.

Cedefop and Horst Dreimann thank all WG3 members for their frank cooperation and rich contributions throughout the last two years while they wish to acknowledge Lucie Susova's particular contribution and Ivan Toscano's and Achilles Kameas' hard work to give this document its final shape.

Cedefop wishes to acknowledge Horst Dreimann's commitment to bringing this joint initiative to good end in the hope that it can further develop into a permanent and sustainable activity on its own merits.

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[1] In the context of the present initiative, we refer to VET providers as to those organizations, public or private, formal or non-formal, specifically set up to provide training and qualifications usually up to EQF 5 sanctioned by and recognized by the government diploma/title leading to the labour market and/or further studies.

[2] See online platform on EPALE https://epale.ec.europa.eu/en/practitioners-in-vet

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Introduction

In human history migration has always existed, affecting the economy and the demography of local, regional and national societies and leading to a certain change of the blending of culture, ideas and know-how. People moving from one to another place has been a global phenomenon before our world became globalized and it is expected to continue in the future.

In Europe in particular, migration has been constitutive part of our common identity favouring our economic growth, welfare and well-being. In recent years and for the first time since World War II, Europe experiences intense migration flows from outside, mainly on a south to north axis. A substantial part of these flows is composed of refugees and asylum seekers fleeing war and natural disasters at their home countries. In addition to dealing with the inevitable urgency this situation confronts us with, we need to design and implement long term policies to integrate migrants and refugees to their own benefit and to EU's sustained prosperity.

Initial steps towards such a policy are the 2011 European Agenda for the Integration of Third-Country Nationals (TCN)[3] and the latest 2016 European Integration Action Plan of Third-Country Nationals[4]. They provide a comprehensive framework to support Member States' integration policies by fostering the inclusion of newly arrived migrants and refugees into society and local economy through education, training, work-based learning and (self)employment. Being at the intersection of these areas, VET providers[5] can contribute greatly to attaining this objective.

Learning and training are key factors that unlocks TCN potential and helps them build upon their competencies to further develop themselves at cognitive, professional and personal levels. At the same time, through learning migrants and refugees are able to understand, participate and contribute to the local and regional economy and community, provided they are given the opportunity for this.

However, notwithstanding the efforts made, TCN across the EU continue to face strong barriers, far consequently worse than most EU citizens in terms of education, employment and social services[6], such as housing and health, while they are more at risk of poverty or social exclusion compared to host-country nationals, even when they are having a formal status and in employment[7]. Despite the provisions made in the 2016 EU Action Plan, different and

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[3] The term 'third country nationals (TCN)' designates migrants, refugees and asylum seekers coming from countries that are not (prospective) members of the European Union.

[4] https://ec.europa.eu/migrant-integration/news/europe-integration-action-plan-of-third-country-nationals-launched.
This is the latest action plan launched by EU which revolves completely around the need by national government to endorse this holistic approach; the plan referred to the year 2016-17

[5] In the context of the present work, we refer to VET-providers as to those organizations, public or private, specifically set up to provide training and qualifications usually up to EQF 5 sanctioned by a recognized by the government diploma/title leading to employment and/or further studies

[6] From the 2016 EU action plan. See also the Eurostat data: http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_overview and OECD/European Union (2015), Indicators of Immigration Integration 2015 – Settling In: http://www.oecd.org/els/mig/Indicators-of-Immigrant-Integration-2015.pdf

[7] From the 2016 EU action plan: In 2015, third country nationals' employment rate was 12.4 pp lower than the one of host countries nationals, with women having particularly low rates. Third country migrants are often under-employed, even when holding university diploma. Educational underachievement is twice as high among first generation migrants (42%) as compared to students with native-born parents (20%), and still high for the second generation (native-born with foreign born parents) (34%).
In 2014, 49 % of third-country nationals were at risk of poverty or social exclusion compared with 22 % among host-country nationals. 18.2% of the young non-EU-born population faced severe material deprivation. Third country nationals were more likely to live in an overcrowded household than the native-born population.

interrelated structural problems still hinder the effectiveness and impact of TCN integration measures activated in Europe. TCN integration policies are of Member States' national competence while significant discrepancies between them exist in the quality, range and standards endorsed[8].

These differences are also due to the diverse socio-economic development and institutional background of the European Member States and especially the hosting countries, and to the diverse characteristics of TCN groups. The establishment of homogeneous and impactful frameworks of integration throughout Europe is far from being achieved, while the need to bring policy closer to practice by implementing more concrete, effective and efficient actions is largely felt and acknowledged by all stakeholders.

Though the EU has been in the last three years on track to meet its 2020 targets on education, progress is uneven on employment and also still poor on poverty reduction[9]; however unemployment is directly linked to poverty and social exclusion. In addition, besides the new emerging jobs due to digitalisation and the need for a grener economy, the economic crises showed an increasing gap between skills on offer and demand with as result job positions remaining vacant. This is even worse in the case of vulnerable groups, such as migrants, refugees and asylum seekers who need to align their employability skills to demand. In these cases, education and training systems and the providers have a decisive role to play.

However, despite the importance of learning as a means of inclusion and have this topic high on the political agenda, VET providers are still not fully participating in the relevant EU platforms and networks on developing coherent and effective integration policies. It means that all types of actions can be more effective if from the start it will be clear what can be done on the grassroot level, also in a more tailormade setting and context.

The integration of TCN through learning and training is a rather complex and multifaceted issue. To effectively deal with it, a multi-sectoral strategy must be implemented, founded on evidence-based approaches supported by good practices and lessons learned. VET providers working in this field have gained a lot of experience in the last years, meaning that they now have the capacity to take the lead for a new process in the years to come, with a European added value involving also other actors with different and complementary capacities.

This is the main reason why this WG3 has been set up and has decided to draft the present working paper on the basis of VET providers' accumulated experiences, challenges, lessons learned and good practices on TCN holistic integration through learning.

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[8] See Education and Training Monitor 2017: file:///C:/Users/barbiaa/Downloads/NCAJ17001ENN.en.pdf
[9] Interim evaluation of the strategic framework for European cooperation in education and training (ET2020): https://publications.europa.eu/fr/publication-detail/-/publication/54967d20-8cf6-11e5-b8b7-01aa75ed71a1

Section 1

Why is it important to VET-providers to adopt an integrated approach in supporting the integration of migrants and refugees through learning?

Education (including training) is a powerful agent of socialization and this applies also to migrants and refugees. Both initial VET (I-VET) and continuing VET (C-VET) share the dual objective of contributing to employability and economic growth, and of responding to broader societal challenges, promoting social cohesion in particular. In the case of disadvantaged groups, such as migrants and refugees, the relevance of VET can be increased by tailoring its provision to their needs, by strengthening guidance and counselling and by providing them with the support they need. VET providers can play an important role both in shaping and implementing the deriving policies.

VET has the potential to contribute to achieving the goals set by the European strategy after 2020 as a powerful tool for having a better match between personal skills and labour demand, supporting mobility across sectors and countries, and fighting social exclusion[10]. In the specific case of migrants and refugees, VET providers can successfully enhance their social and professional integration by offering them adapted, tailormade and inclusive provisions for entering education, training and the labour market, thus fostering their personal development, also by using instruments to support the empowerment of individuals[11].

Indeed, given the socio-economic and vocational background of migrants and refugees, the collected practices and case studies in the last three years confirm that the effectiveness of successful integration policies relies greatly on the ability to tailor VET provisions on TCN specific needs. It relies also on VET providers' capacity to give full substance to the roles they have to play, and to act in partnership with a multi-stakeholder network for adopting an integrated strategy based on the principle that vocational training, labour market participation and societal integration are three facets of the same holistic approach to human development and poverty reduction.

Both the above mentioned 2011 European Agenda for the Integration of Third-Country Nationals and 2016 EU Integration Action Plan of Third-Country Nationals describe how this holistic approach should consider the economic, social, cultural and professional dimensions of TCN integration, inviting Member States to put in place an integrated set of services, having those dimensions in a good balance based on the situation in the national context.

Section 2

Which are the main components VET providers should endorse to foster an integrated approach to migrants' and refugees' professional and social inclusion?

The successful integration of third-country nationals is a matter of common interest to all Member States. Investing all kinds of resources and to-the-point energy in integration policies today will contribute to making Europe a more prosperous, cohesive, and inclusive society in the long run. Given the central role of education and training in such an approach, the meaningful participation of VET providers in multi-actor partnerships for integration, such as the European Migration Forum[12] or the Urban Agenda for the EU on Inclusion of Migrants and

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[10] Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020): https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A52009XG0528%2801%29

[11] European Parliament resolution of 12 April 2016 on the situation in the Mediterranean and the need for a holistic EU approach to migration (2015/2095(INI))

[12] https://www.europeaninterest.eu/article/european-migration-forum-10-recommendations-improving-eu-migration-policy/

Refugees[13], is crucial to establishing a full integration process. At the same time, it is quite clear that the endorsement of such an integrated approach brings added value to VET providers regarding the improved impact, relevance, quality, flexibility and diversification of their training offer.

On the other hand, a few open issues need still to be answered, for example, how could VET providers act in partnership with other EU stakeholders on a common and broadly supported integration policy: Which could their role be, which provisions and services are they asked to put in place, and how within the broader integrated approach sketched above, etcetera?

To implement a holistic TCN integration process based on a range of tailormade learning provisions by adopting the multi-sectoral approach described above, WG3 decided to consider the role of VET providers in respect of *two core (professional and social integration)* and *two horizontal (ICT and integration of women) aspects that are described in the following.*

2.1 Learning for work: vocational services and activities aimed at fostering migrants' and refugees' professional integration

Among all the learning services offered by VET providers, the role of them in recognition of prior learning and work experience, leading to a form of validation, is paramount for successful TCN entrepreneurship, to give them a start in the labour market and integration in society by making a living.
Validation is in such a way defined as a tool to make learning socially visible in labour markets and education systems, by awarding parts of a qualification, gaining an exception or accessing formal education programs.

Validation is a complex process that requires the involvement of many different actors with different responsibilities and functions. Next to that it is known that programs in the VET sector are changing all the time and that the skills that are needed for current jobs and positions have to be updated permanently.

Looking at research that has been conducted, also used for the European Skills Agenda[14] and related actions, it is clear that in the years to come the skills and other competences for a lot of new jobs can't always be covered by a procedure that is needed for validation. We can talk about a dynamic approach that is needed, also for migrants and refugees.

Communication and coordination are more than ever necessary to develop and implement guidance services able to serve and support validation, as soon as possible for individuals if they have a formal status in a Member State. Next to that, validation in the different education and training sectors (the scope of work of WG3), for example, varies considerably from validation related to labour market services, in enterprises and in the voluntary sector.

It also means that some countries are introducing new legislation and also new governance arrangements to support in general a process for validation, others still lack an overall national strategy in this area, making it difficult to identify and mobilise stakeholders willing to drive validation policy at national level[15].

In general, validation is carried out by a public authority or by an independent or semi-public organization formally entrusted with this task and working independently. Educational and VET providers in general can play an important role in validation, particularly in relation to carrying out assessment and certification and to providing support for identification and documentation (including information and guidance) and to individuals throughout the process.

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[13] https://ec.europa.eu/futurium/en/inclusion-of-migrants-and-refugees
[14] https://ec.europa.eu/social/main.jsp?catId=1223
[15] https://www.cedefop.europa.eu/el/publications-and-resources/publications/4054

Though it's not yet fully perceived by VET providers as their core business - even in Member States that have a structure for that, involving them in a formal setting - validation is key to fully achieve VET *dual objective of contributing to employability and economic growth, and of responding to broader societal challenges, in particular promoting social cohesion[16]*.

In the case of disadvantaged groups of VET learners, such as, but not only, migrants and refugees, the relevance of *VET can be increased by tailoring provision to individual needs, strengthening guidance and counselling, recognising different forms of prior learning, and promoting alternate schemes for learning at the workplace[17]*. In the case of migrants and refugees, validation becomes decisive for understanding their (often non-documented) knowledge and skills, for better guiding them to education or labour market and for supporting their socio-economic integration more effectively (through adapted and tailored provisions), reducing thus the risk of their social exclusion[18].

The effectiveness of validation mechanisms relies strictly on the possibility to tailor provisions on migrants' needs and on the capacity of VET providers and their multi-stakeholder partner network to target and validate non-formal and informal competences, and finally on their ability to frame validation in a broader set of integrated services. This set should include:
- Measures and practices to inform, orientate and guide TCN towards building up their vocational and professional opportunities and careers;
- Pre-vocational and vocational measures (for example, language and preparatory courses, short modular courses to bridge eventual skills gaps), career guidance and job integration pathways aiming to match market demand and migrants'skills supply.

2.2 Learning for living in a foreign country: services and activities to facilitate migrants' and refugees' socio-cultural integration

Integrating migrants and refugees in the hosting society is a fundamental and dynamic process and, as highlighted by the 2016 European Integration Action Plan of Third-Country Nationals, an indispensable step towards their full integration process. TCN successful socio-economic integration depends on multi-level interventions and approaches that respond to different needs in a well-articulated way do save time and energy and will avoid deception. In many Member States, there exist educational and VET providers with a comprehensive approach, that includes services related to migrants' housing and social integration, in parallel with their formal and non-formal training.

Experience has shown that 'waiting times' for accessing to various services may be counter-productive looking at migrants' enthusiasm about their integration chances in the new society, with the effect that the dynamism created through training and supportive measures quickly dies away. Learning providers are thus required to work in partnership with as many as possible stakeholders, in the context of effective public-private partnerships, in order to offer comprehensive joined-up services for migrants' and refugees' integration. It means that those providers can look at possibilities to have education and training complementary to services such as:
- Pre-departure and pre-arrival measures to prepare migrants and the local communities for the integration process;
- Access to basic services such as housing and healthcare reinforcing those that integrate reception, education, housing, health and social infrastructures;
- Actions to support exchanges with the receiving society, migrants' participation in cultural life and fight discrimination[19], including:

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[16] https://www.cedefop.europa.eu/files/bruges_en.pdf
[17] https://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/114374.pdf
[18] https://vince.eucen.eu/policy-recommendations/
[19] A New European Agenda for Culture, COM/2018/267 final: https://ec.europa.eu/info/law/better-regulation/initiatives/ares-2018-1522768_en

- Projects to promote intercultural dialogue, cultural diversity and European common values through culture, films and arts;
- Projects to support their social inclusion through informal learning, including sport activities dedicated to integration of refugees and asylum seekers into their new host communities;
- Activities to raise cultural awareness and to promote migrants' and refugees' active participation in political, social and cultural life and sports in the host societies.

Within this range of services, integration can be promoted through learning and training. Consequently VET providers play a fundamental role in it as agents of learning who favour integration by implementing non-segregation policies within their institution.

2.3 The role of Information Communication Technologies (ICT): ICT can play a dual role in facilitating TCN integration, both as enabler and objective of learning

ICT can be used to increase the efficiency of education and training by breaking down many of the current barriers. Automated and digital translators already produce - for free - more than average quality results and help us tackle the linguistic barrier. Online courses, MOOCs and digital learning platforms help migrants, educators/trainers, public servants and other members of society to gain access to a large volume of high quality digital (most of the time open) content and to use it independently of time, availability and place constraints.
Even more powerful applications (such as 3D games and Augmented/Virtual Reality) can be used to provide more effective training tailored to the special needs of specific jobs. Online eGovernment services appeal to TCN because most of them find it hard to move, need time to understand what to do and sometimes do not prefer face-to-face interaction.

What's more important, ICT tools can play a major role in TCN validation of the skills and competences, gained in the previous years and in all kinds of settings. They can be used to enable the development of an online portfolio of achievements that will be used to assess the capabilities of migrants, needed for a new study program or even in work-based learning. Online badges, microcredentials and certificates for general skills can be used as a universally acknowledged means of achievement. Online assessment and self-assessment tools can be used to help both the certification authority and the migrants themselves understand the gaps and to build a bridge that is needed for access to an institution or to the labour market.

In order to provide TCN and hosting societies with the opportunity to improve both socio-cultural and professional integration, VET providers can offer training courses combining digital and entrepreneurial competences that are based on EU competence frameworks (e.g. e-CF, DigComp, EntreComp), and they can offer TCN opportunities to be trained as ICT professionals (related to in-highly-demand subjects, such as such as coding, development of websites and games, or mobile applications etc.) or as digital entrepreneurs (in order to develop and market online services and applications). It will contribute to the development of their citizenship competences and having more self-esteem for taking part in the development of the hosting society.

Whatever qualifications will be obtained after completing such courses there is a need for an universal system that can be used for them to be recognized across European Union countries and international organizations, thus ensuring that this will support the mobility of qualified migrants.

On the other hand, the proliferation of online platforms and social tools, also if it is related to education and training and working in groups, offers a fertile ground for issues such as cyberbullying and online hate speech. Our best chance to deal with them lies with preventive measures, based on education and training. Employers, public servants, officials and citizens, but also the migrants themselves, must be trained in recognizing incidents of cyberbullying and online hate speech and in understanding the dire consequences of such activities for the

individual, his or her family and the society. Then it is also important to have solutions in certain situations, given by the municipality and to be seen as instruments for VET providers - integrated in programs.

2.4 The role of learning in fostering migrant and refugee women inclusion

When it comes to getting a job and a place in society, female migrants and refugees are mostly in a disadvantaged position although many among them are really highly educated. Designing interventions, support and accompanying measures targeted to women in general for promoting their socialization, training and employment is the way to their empowerment and self-determination and thus a crucial part of the action to be put in place by educational and VET providers.

The WEMIN project coordinated by the Hellenic Open University[20] empowers female migrants and refugees to become protagonists of the life of the communities they live in, and act as multipliers within their families and circles. The project offers training in skills related to social inclusion (linguistic and cultural skills, understanding of women's rights and role, education and lifelong learning opportunities, volunteerism etc.), empowerment, mentoring and common activities with local society in crafts and culture.
By promoting a close interaction between women of the host and migrant societies, stereo-types on both sides are tackled, challenging existing narratives on migration and strengthening the communities involved.

The Umbria Region and its Local Health Agency have developed an initiative addressed to women who are facing additional sex-related problems. The BIRTH (Better Integration Rate Through maternal and child Healthcare) initiative aims to promote the migrant women socio-cultural integration through their information/training on issues linked to pregnancy and maternity and through their active participation and empowerment in shaping these services and policy of great importance to them. For more information see Annex B1.

Section 3
How should VET providers develop and mainstream comprehensive services and actions to foster migrants' and refugees' integration through learning?

The endorsement of the holistic approach described above, and in particular the setting up and implementation of provisions which are tailored to the TCN needs and background, and which are able to address all the different dimensions of the integration through learning, put VET providers in front of new challenges.

VET providers are called to adjust and/or redesign VET curricula and programmes offered to migrants/refugees, reconsidering also the pace of progress expected by them. These should focus on potential and skills development rather than on their educational level or age. It a about to help them develop not only technical and work-related competences, but also competences that will enhance their local, national and global citizenship and will enable them to play an active role in their community.

Vocational (technical) Education and Training, thus, expands and enriches its meaning and mission from a simple 'teaching/learning of a trade by disadvantaged groups, such as migrants and refugees', to achieving a much more holistic vision of providing 'skills for work and life'[21], which encompasses every meaningful aspect of the lifelong learning process, the recognition and valorisation of competencies, the quality and dignity of work, as well as the 'transformative role' of VET when it is permeated with innovation and added value for local societies and economies.

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[20] http://www.wemin-project.eu/
[21] https://unevoc.unesco.org/go.php?q=UNESCO+TVET+Strategy+2016-2021

Given the fragmented TCN integration strategies existing in Europe and the need to bring policy closer to practice, an effective approach to TCN integration through learning that would implement the skills for work and life can only be realized through multi-sectoral strategies that deal with the main challenges encountered by educational actors, based on good practices and lessons learned. These challenges stem from the need to achieve, via tailored learning, both professional and socio-cultural integration of TCN, while maintaining the focus on validation as the key stage of the process.

Based on adult education theory, we could classify these challenges in:
1. those that relate to TCN as recipients of learning services,
2. those that relate to VET organizations and their staff as providers of such services, and
3. in those that relate to the broader context in which learning services are provided.
For more information on the classification see the explanatory note in Annex D.

For each of these categories, in addition to challenges and issues to be dealt, WG3 have also identified best practices and lessons learnt which could serve as the basis of a holistic approach that could lead to a comprehensive framework for TCN integration through learning.

3.1 TCN as recipients of learning

Experience has shown that when assessing people coming from different socio-cultural backgrounds and in stress, the approaches normally used in assessing nationals do not suffice and may even be misleading. That is why specific validation processes/mechanisms and instruments/tools especially designed for TCN need must be put in place. These are affected by issues related to culture and language.

It should be noted that refugees and migrants are hesitant in participating in validation of non-formal and informal learning (VNIL) processes when they cannot relate them to their education and work experiences. But they do participate in such processes if they are clearly informed about the situation, the goals and the possible results, being guided and supported according to their needs.

Challenges
Traditionally, a step by step approach to TCN integration is used. After successful completion of the language course, there will be an 'integration' class and later the 'assessment of the qualification' and so on. This framework is time-consuming and can have a negative impact on TCN's motivation to pursue further education and training. In addition, validation processes and mechanisms currently in place do not effectively promote TCN having access to the labour market and are not always contributing to their professional integration.

Firstly, they depend on fluency in the host country's language, as a necessary preliminary competence to continue with any further step in the validation process. Then, they are formal steps, although they are usually referring to the recognition of skills acquired in non-formal or informal ways and without consideration that migrants often can't produce formal proof of their qualifications.
For migrant and refugee students the change from school education to training or to a job is often a big barrier they cannot overcome. Experience shows that this is due mainly to two factors: poor language skills (and their lack of knowledge of specific job-related terminology) and (consequent) inability to follow the theoretical parts of VET, even when students are good in the practical ones. Both weaknesses demotivate a lot of those students and make them abandon their training too early.

Most of the validation instruments are not tailored enough to the needs of TCN and do not allow them to prove their skills in a completely different socio-cultural and labour context. The reason is that formal instruments are standardised, not adapted to the variety of migrants cultural backgrounds and needs, and focus mainly on migrants' previous work-experience although many of them have worked rather sporadically.

Finally, significant differences among the Member States and the VET providers, regarding processes, tools and methods of validation, still hamper the transparency, mutual recognition and effectiveness of validation outcomes across Europe[22].

Best practices / lessons learnt
The diversity of VET provisions should reflect the diversity of VET learners, including TCN. The 'one size fits all' approach creates in most cases segregation between different groups. It is better to identify flexible pathways according to TCN learning needs that will put them in the centre and will support them in achieving realistic objectives, according to their characteristics and situation.

It is important to offer a range of language and preparatory courses at all levels, adapted to TCN needs in view of their future professional and social integration. Experience has proved that it is more efficient to combine preparatory sessions leading to VET together with training for integration since one is reinforcing the other and less time is needed than when they take place consecutively.
Therefore, language courses are often linked to learning the fundamentals of the host country's history and civilisation. Such courses should also promote joint European values, where relevant for the individual and the goals of the courses and training programs.

Moreover, coaches can provide guidance to those young migrants who are minors and live unaccompanied or separated from their family, as they need tailored policy measures and continuous support. Such a guidance will have its focus on the status during the support and the possibilities for young migrants to make a living in the near future.

The efficacy of TCN validation processes and mechanisms depends on achieving the right balance between highly structured processes and less structured assessment and recognition mechanisms. VET providers should adopt innovative practices to assess TCN practical skills and related competences, in order to make the whole process more accessible to them and more self-explanatory (for instance, observations of the performance of migrants in real work environment). In this way TCN skills and competences can be assessed and documented without requiring them to speak the language or to cope with the bureaucratic procedures and terminology.

ICT provides tools to detect TCN capabilities and to match their skills with those demanded by the local or regional labour market, as well as to raise their awareness and active participation in the world of work. Specific ICT tools, such as games, online platforms, portfolios, proofs of skills and competences using digital media, etc., can assist in assessing their attitudes, transversal skills and expectations.

In Finland a practical approach is implemented consisting of observing migrants' performing in real work environment under an instructor's supervision. This approach is used by the catering sector before offering migrants employment or personalised VET. In this way migrants' skills and competences are recognised and documented without requiring language skills to be acquired later. For more information, see Annex B2.

The Lazio Region of Italy has developed LEGAMI INTEGRI, a project on how to ensure best possible conditions for assessing migrants' and refugees' skills and competences. For more information, see Annex B3.

In France, AFPA, the national agency for vocational training that is also the largest VET-provider, carries out the HOPE programme (Hébergement, Orientation Parcours vers l'Emploi/ Accommodation, Guidance towards Employment), which foresees complete and partial validations of prior experience and recognition of skills, thus giving access to employment and to national vocational diplomas issued by the French Ministry of Labour.

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[22] https://vince.eucen.eu/wp-content/uploads/2018/11/VINCE_WP2_Op2-5_Final_19Oct18.pdf

In the Netherlands the MBO Raad, the Association of VET-providers, proceeds by examining, inter alia, the education/ training history of TCN concerned, by assessing their motivation, considering employment opportunities in the labour market and by meeting and discussing with them on a personal basis carrying out small scale assessments, if possible and needed.

In Germany, the Federal Employment Agency is testing TCN abilities and skills to verify their school-based knowledge, and awards them a certificate, which represents a serious evidence for most employers and opens the way into the training market. The validation process combines in-house assessment of work-related competences in particular professions, assessment in real work contexts, evaluation of TCN professional empowerment and key skills and recommendation on their potential for qualifying.

In Belgium foreign-speaking adolescents who move to Flanders can register in the secondary education system once they have joined a special reception class. These reception-classes are known in Dutch as '*onthaalklas voor anderstalige nieuwkomers'* or OKAN. A similar approach is followed by the French speaking community of Belgium and foreign-speaking children, who move to Brussels and Wallonia without knowing French, receive support to integrate themselves and learn French in the 45 secondary schools in which the DASPA-Gateway classes are provided.

The European Commission has developed a multilingual online skills profile tool to support early profiling of the skills of refugees, migrants and citizens of non-EU countries who are staying in the EU (third country nationals). The EU Skills Profile Tool for Third Country Nationals[23] is intended for use by any services that may be offering assistance to citizens of non-EU countries. It helps to understand the individuals better, to know about their skills, qualifications and experiences. This tool serves as the basis to issue personalised advice for further steps towards labour market integration (i.e. recognition of diplomas, validation of skills, further training, or employment guidance).

Project JOB LABYRINTH run by Federazione CNOS-FAP uses gamification to improve attractiveness of e-guidance and educational services in order to promote skills 'assessment, quality of VET, guidance, transition to work and participation of vulnerable youth in formal education and VET. For more information, see Annex B4.

Project DCDS coordinated by ALL DIGITAL establishes a framework to provide low-skilled adults, including TCN, with the basic digital and also transversal competences needed for employment, personal development, social inclusion and active citizenship. The project developed an open, innovative multilingual Digital Competences Development System that is completely aligned to the European Digital Competence Framework for Citizens - DigComp. For more information see Annex B5.

3.2 VET organizations as providers of learning services

In many EU countries, VET providers are facing the need to develop specific capacities and skills to effectively perform TCN validation procedures, as start of the learning process and other activities. To this end, VET providers must achieve at the same time organizational development at structural and systemic level and development of their capacity and of their staff competences to offer the right programs, guidance, information about the planning and all other issues that are needed.

Challenges
TCN integration through learning necessitates special efforts and personal investment, and presupposes openness and positive attitude. VET providers may face unexpected problems when training migrants/refugees, because the latter may not be familiar with so-called 'western' modes of doing and behaving. In most situations the institutions might be not fully

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[23] https://ec.europa.eu/social/main.jsp?catId=1412&langId=en

aware of the existence of such differences and if so, how to deal with differences from other systems in the world.

Even well-educated migrants may lack the requested social skills for finding a place in education and in the society and they need to be given the opportunity to learn them in such a context. Both sides, providers and migrants/refugees need to take care for a structural approach during such a process, to be trained to recognize each other's differences and interpret them rightly.

Quite often migrants/refugees do not know so much about their surrounding society and can't always understand the details of it and are not aware of what will be seen as 'normal' for the people who live there. Therefore they need help and guidance, seen from their own perspective and 'way of living'.
Very often teachers are asked to act as 'coaches' for monitoring TCN and the liaising between them and the VET provider. It is not rare for teachers in VET institutions that they have to manage cultural clashes and conflicts between groups of learners of different ethnic origin or between them and local classmates.

The challenges related to the validation process are often amplified by a lack of quality-based guidance and orientation needed to facilitate migrants' (and other vulnerable groups) access to the labour market. In addition, newly arrived migrants/refugees may suffer from trauma due to recent experiences they have gone through before and during their migration. That will have in general an enormous impact on the way they will deal with new situations, also if it is about the relationship with teachers and other representatives of a VET provider.

If teachers and trainers usually become the facilitators of a TCN integration process, they have to be guided through the validation process and to be accompanied by learning to express themselves and articulate their needs and to acquire the fundamentals of the hosting culture and language. If not, it can lead to situations in which 'everyone' will feel uncomfortable, with the wrong results.

Employment of intercultural mediators as experts in this field can smooth the process. Fluency in TCN languages is a fundamental requirement for VET providers, if they want to help migrants/refugees during the first phase of the integration process.
Soft skills further facilitate interaction and make them more comfortable with bureaucratic procedures and terminology, while digital competencies enable them to use online tools, content and platforms.

However, budget constraints and a lack of planning or prioritization, also as results of the national or regional strategy for the short and longer term, often hinder the possibility of VET providers to support their staff and mediators with a continuous process of capacity development and of acquiring the right mix of skills needed.

This results into an increased workload for VET staff, which often does not have the proper competences to meet these challenges and to counter the dynamic developments during all those years – also if they are willing to take part in the process.

A publication by the Education and Training 2020 Working Group (Jan 2016 - June 2018), *"Teachers and Trainers Matter - How to support them in high-performance apprenticeships and work-based learning"* presents 12 policy pointers along with case studies. These inspirational examples aim at strengthening support for teachers and trainers in the vital role that they play.

Best practices / lessons learnt
In order to manage multi-cultural classrooms and successfully carry out coaching, enough teachers, trainers and mediators need to acquire the relevant and necessary intercultural and

coaching competences, be trained in inclusive teaching and equipped with related lesson materials and instruments.

Initiatives are taking place to create material for intercultural teaching and to equip staff with that. An initiative is addressing the intercultural learning needs of teachers who are involved in both the country of origin and destination while also producing material for migrants. For more information, see Annex B6.

As part of the EU integration policy, a group of intercultural mediators from a number of Member States have to be trained and employed throughout Europe in order to help remove linguistic and cultural barriers mainly in the social, educational and health sectors.

Consequently, there is need to not only further enhance cultural mediators' skills and competencies, but also to equip other professional categories with those competences, relevant for the way migrants/refugees can be helped. The use of ICT can be helpful in that way, as a series of EU projects led by the Hellenic Open University (HOU) have showed how to meet both needs providing online courses. For more information, see Annex B7.

Several Member States like France call in teaching staff of the same cultural and linguistic background to coach the newly arrived migrants and refugees. Involving persons and, in particular, students of migrant origin already established in the hosting country renders guiding and coaching more efficient, people tend to trust and communicate easier among them.

In addition, successfully established former migrants tend to serve as role models to their peer migrants and become a source of inspiration for them. It is under this perspective that in the Netherlands VET-students (nationals and of migrant background) are trained to guide the newly arrived peers into studying and living in the country facilitating in this way their integration. For more information see Annex B8.

Some members of teaching staff needs specific training to recognize trauma among refugees and asylum-seeking youngsters and adults. Several initiatives are put in place by regional authorities in cooperation with learning providers and health organizations. For more information, see Annex B9.

3.3 Policy makers and broader context

Integrating TCN in the hosting society is a fundamental and dynamic process. VET providers operate within broader business and social environments, while their actions are mostly regulated and always affected by local, national and European laws and policies.

Challenges
The successful socio-economic integration of TCN depends on integrated multi-level interventions in different areas in order to meet their varying needs from housing to health and access to social services, to mention three basic ones.

In order to co-plan and endorse comprehensive and effective integration strategies, VET providers are hence called up to work in partnership with different actors within effective multi-stakeholder environments, to fully perceive and tackle the main challenges characterising the integration process at two different broader levels:
- Challenges related to other stakeholders (business environment)
- Challenges related to policies (at local, national and European level)

Best practices / lessons learnt
In many Member States, like in Spain for instance, there are learning providers with a comprehensive approach, such as Federación Pinardi, that take care of migrants' housing problems in parallel to their formal and non-formal training.

In France, the 30 AFPA centres are working in partnership with ministries and firms, in the context of public-private partnerships, in order to offer comprehensive solutions to migrants'/-refugees' problems of housing and of searching for a job, for instance.

According to the experience of the Salesian organizations CNOS-FAP, VIS and SCS/CNOS in Italy, social and vocational inclusion should go 'hand in hand' to achieve sustainable integration. This holistic approach requires multi-actor partnerships and integrated measures. For more information, see Annex B4.

In Germany, IB runs more than 90 Youth Migration Services, which advise young people, develop individual integration plans with them and accompany them through school, vocational training, job and leisure time. Finding ones' place in society is promoted at local level by IB civic projects through which networks are established that provide room and opportunities for people of different origins to meet and come together, to exchange and get involved while questioning mutual prejudices. For more information, see Annex B10.

In Finland training for integration can be organized by VET colleges, private training companies, adult education centres, training centres, folk high schools etc. and it is usually funded by the national employment authorities. One effective and flexible way to integrate migrants in training, working life and society more general, is to organize this with the active participation of VET and higher education providers, employment authorities, cities, municipalities and organisations of third sector, like NGOs.

Project MILE develops, implements and mainstreams an effective model of integrated services for TCN based on multi-sectorial competences, mobilisation of actors and migrants' cultural, social and economic needs[24]. The project created multi-stakeholder partnerships of employment centres, VET providers, local public authorities responsible for labour integration, employers' associations and NGOs.
It developed a specific engagement strategy for employers (and their organisations) and produced personalized training courses, tailored to the needs of both migrants and employers, also taking into account TCN cultural and social characteristics.

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[24] https://projectmile.eu/

Part B

Conclusions and recommendations

As shown above, VET providers are key to TCN successful integration through learning. Currently they are expected to assume more and varying roles and provide additional value compared to 'mere' teaching services. They have also to act in partnership with other stakeholders and develop with them a holistic approach covering all dimensions and aspects of TCN integration. To fulfil these broader societal expectations, VET-providers have to fully understand and endorse their multiple new roles and get prepared for these. This becomes even more imperative in view of the persisting fragmentation of TCN integration policies at regional, national and EU level.

The conclusions and recommendations below derive from the evidence provided by WG3, the analysis of their case studies and practices and their reflection during their four working meetings and all along 2017-2019 period of WG3 functioning.

Section 1 - TCN as recipients of learning

The professional and socio-cultural integration of TCN requires a holistic approach that would consider not only their educational needs and professional development, but also their personal situation, their social and cultural background and origins, their awareness and knowledge about the hosting country and the services available to them. To this end, VET providers and stakeholders who take part in the learning process must put in place specific processes/mechanisms and instruments/tools, which are specially tailored to TCN needs.

With reference to TCN professional integration, validation mechanisms currently in place seem to be in a lot of situations not tailored enough to their needs, nor always relevant for their professional integration and access to the labour market. Moreover, it shows that, significant differences among Member States and the VET providers (also looking at the different types of institutions), regarding underlying processes, tools and methods of validation, still hamper the transparency, mutual recognition and effectiveness of validation outcomes across Europe.

Lessons learnt and good practices show how VET providers and their staff are able to adopt innovative practices to assess and validate TCN competences, trying to make the whole process more accessible to them and more self-explanatory. This requires the acquisition or reinforcement of specific skills, while the capacity to perform validation methods, such as the observation in practical work-based learning environment should be nurtured to report on migrants' skills and abilities in order to overcome or tackle possible linguistic gaps and barriers. A balanced mix between self-assessment tools and external evaluation has proved effective in order to increase the relevance of the validation process to migrants' background, while recognizing and validating non-formal and informal competencies.

The use of specific ICT tools, such as the (digital) portfolios of skills and competences help in assessing migrants' attitudes, transversal skills and expectations. Availability and regular use of ICT tools and platforms are effective measures to consider because they can help VET providers to inform, orient and guide migrants towards employment-oriented opportunities and facilitate also the overall procedure of assessment and validation, reducing language difficulties from the side of both the beneficiaries and providers.

Finally, socio-cultural integration of TCN has to be mainstreamed throughout their integration process, since the active participation of migrants and refugees in the labour market and, more generally, in public life is vital for ensuring social cohesion in the host country and the ability of migrants to function as autonomous, productive and successful, self-confident citizens.

For this reason, VET providers should work together with their local, regional and national partners to identify flexible pathways according to TCN needs that will put them in the centre

and will support them in achieving realistic objectives. The diversity of VET provisions should reflect the diversity of VET learners.

Recommendations
- Validation should be combined with a comprehensive set of integrated services aiming at facilitating TCN socio-professional integration and better access to labour market, including: vocational orientation and accompanying measures, pre-vocational measures, guidance and job integration pathways, support to self-employment and business start-up;
- Validation mechanisms should be more flexible and relevant to TCN background and learning experience, considering and validating their prior learning, non-formal and informal competences, expectations and potential;
- VET providers should endorse a good balanced mix between self-assessment tools and external evaluation, such as the skills portfolio and the observation in practical work-based learning;
- The use of ICT tools, to support learning, self-assessment and guidance should be fostered to better assess TCN skills and match professional profiles with market demands.

Section 2 - VET organizations as providers of learning services

The endorsement of a holistic approach to TCN professional and socio-cultural integration through learning calls on VET providers to take care for a relevant and effective redesign of certain VET provisions, in order to focus on TCN potential and skills development, rather than on their educational level or age. This includes the development of not only technical and work-bound competencies, but also 'capabilities' that may let them play an active role in their local, national and global context and to give them the best opportunities to be conscious and active citizens within their communities.

As a first step, VET providers' awareness must be raised and their understanding of the role played by learning must be enhanced within a more comprehensive integration process that encompasses every meaningful aspect of the lifelong learning process, the recognition and valorisation of competencies, the quality and dignity of work. It is clear that VET has the potential to contribute to achieving the goals set by the Europe 2020 strategy and in other plans and actions, as a tool for better matching skills and labour demand, supporting mobility across sectors and countries and fighting social exclusion.

Migrants' participation in education and learning necessitates special efforts and personal investments. It means that institutions and teachers have to be dedicated to education as a right for all according to the Universal Declaration of Human Rights and the UNESCO Fourth Sustainable Development Goal, and that this is an important condition for making the participation a success in the long run. VET providers have to implement organizational development processes in order to develop and align their structures and learning offer to the specific roles they are asked to play in a complex context.

Furthermore, teachers and other staff members are often confronted with situations that go beyond their job description and professional skills. While the story of each migrant is different, some common challenges are reported repeatedly and therefore it would be beneficial to implement mechanisms to face them as part of a clear strategy formulated by the management of the VET provider.

Digital, transversal and language competencies for teachers, mediators and other experts are required to better interact with migrants and help them deal with government and bureaucratic procedures and local habits and terminology. Language fluency and multi-cultural class management still remain fundamental requirements for those staff members of VET providers. In addition, coaching skills and digital competencies are necessary. To this end, the provision of continuous capacity building opportunities (also through Erasmus+ mobility) allows VET staff to be in contact with peers and other professionals (orientation and guidance experts,

market actors and key actors responsible to match training offer and market demand) increasing in this way their effectiveness of their work on TCN validation and professional integration.

Recommendations
- Learning providers are encouraged to flank their staff with coaches and to work in close cooperation with intercultural mediators and orientation and guidance experts in order to enhance the effectiveness of validation and, more generally, of migrants' professional development and access to labour market;
- Learning providers should take care for adequate funds for TCN socio-professional integration, in combination with the requirement that national and EU key policy makers provide sustainable sources of funding of their integration policies, involving those providers;
- The organizational staff capacity development of VET providers for teaching and training of migrants and refugees should be promoted by encouraging mobility, peer learning and best practices exchange, in combining basic and transversal skills with orientation, guidance and intercultural skills;
- Professional development of teachers, trainers and educators involved in teaching and learning for TCN must be guaranteed and embedded in their occupational description, in order to equip them with the skills necessary for better interacting with TCN (e.g. trauma recognition, anti-racism training and methods, coaching), while intercultural awareness and dialogue should be part of VET providers curricula.

Section 3 - Policy makers and broader context

VET providers operate within broader business and social environments, while their actions are mostly regulated and always affected by local, national and European laws and policies. The effectiveness of measures and services aiming to facilitate TCN integration through learning relies also on the possibility to incorporate them in coherent, relevant, comprehensive and agreed European frameworks for their holistic integration (meaning educational, professional, socio-cultural and economic).

While the adoption of such frameworks depends also on the future development at a broader European level of social, business and politic environments, VET providers are called to advocate for, and to take action, in order to increase impact and relevance of learning as a means to foster TCN integration at three different levels: key policy actors, both at European and at Country national level, stakeholders taking part to TCN integration process, including businesses, and the European society as a whole.

At European and national policy levels, initial steps towards a shared policy and framework for the holistic integration of TCN have been taken up through the adoption of the 2011 European Agenda and of the 2016 European Integration Action Plan of Third-Country Nationals. Despite the results achieved so far, the planning and implementation of policies for TCN integration is fragmented at both European and national levels. Therefore, the establishment of homogeneous and impactful frameworks of integration throughout Europe is of paramount importance, while there is a need to bring policy closer to practice by implementing concrete and efficient actions.

In addition, VET providers have to focus in discussions in which they are or will be involved, on the adoption of a European framework for TCN holistic integration. This should be based on the results achieved and the best practices implemented so far, in order to strengthen their active involvement into the setting up of effective integration services through learning. In particular, VET providers' awareness need to be raised and their capacities built in the national and wider context in order to act in partnership, to fully understand their role and to take action through comprehensive integration strategies.

All European actors involved in migrants' and refugees' integration, learning providers included, dispose now of the EU Skills Profile Tool for Third Country Nationals, developed by the European Commission in the light of the New Skills Agenda for Europe to assess refugees'/migrants' skills and competences. Together with the tools and platforms developed in the framework 2016 EU Action Plan for the holistic integration of third Country Nationals, the EU skills profile is contributing to move a step forward towards the alignment of the quality of standards and measures implemented at the national level. They also dispose of the European Qualifications Passport for Refugees[25], which is a specially developed assessment scheme for refugees, even for those who cannot fully document their (formal and non-formal) qualifications.

However, there is a further need to align and tailor provisions of existing EU frameworks and tools to TCN needs, profile and background and to let all existing tools be linked and interoperate in a coherent framework. The outputs produced by the different tools used under the proposed holistic perspective must be exchangeable, so as to facilitate seamless connections between the several stages and actors taking part in the professional and socio-cultural integration of TCN. With regard to this, VET providers should facilitate the process that is needed for bringing policy closer to practice and cooperate in the further plans for the building up of a toolbox for TCN holistic integration.

Validation is a specific formal process within broader professional integration schemes that should not be applied independently of socio-cultural integration and personal development. Then, TCN successful integration depends also on the capacity of VET providers to link their action with multi-level interventions in different areas in order to meet their varying needs from housing, to health and access to social services.
The key question is hence how to make integrated joined up services, including provisions to foster TCN professional and socio-cultural integration, a reality in the different EU Member States.

The case studies and practices analysed confirmed that one effective and flexible way to integrate TCN in training, employment and society in general is to organize the whole process with the active participation of VET and higher education providers (including Higher VET), employment authorities, cities, municipalities, market actors and organizations of third sector. In particular, a closer link between VET providers and business and market actors could facilitate professional integration also through promoting self-employment and business start-ups as a means to facilitate TCN access to the labour market.

Migrant entrepreneurs may require particular and specific support (such as training, mentoring, networking) to tackle problems additional to those local entrepreneurs are facing, in order to better cope with integration-related issues, like language and trust and better understanding of the local entrepreneurial culture. VET providers are hence encouraged to build up 'start up platforms', particularly helpful as they encourage migrants to become entrepreneurs by boosting up their potential and self-confidence.

Furthermore, VET providers are asked to enhance their cooperation with local communities, regional and local authorities that play an important role in assuring to citizens a series of services, for example in health and wellbeing. When different players, learning providers included, come together and join forces they score better results in integrating migrants than when acting separately.

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[25] https://www.coe.int/en/web/education/recognition-of-refugees-qualifications
The European Qualifications Passport for Refugees is a document providing an assessment of the higher education qualifications based on available documentation and a structured interview. It also presents information on the applicant's work experience and language proficiency. The document provides reliable information for integration and progression towards employment and admission to further studies.

Because VET providers often find themselves acting as socio-cultural intermediary organisations, there is a need to recognize intercultural mediators as distinct professionals in Europe and also to equip other professional categories with intercultural mediation competencies. VET providers should cooperate with them in training migrants and assist them in further developing their formal and non-formal skills and competencies, by advocating for an EU-wide accreditation for non-formal VET training for intercultural mediators aligned with NQFs.

As far as the social dimension of the integration process and the relationship between VET providers and EU social environment are concerned, learning institutions often assume the role of guide introducing migrants and refugees to the society's values, attitudes and behaviours. Successful practices showed how VET providers, together with partner civil society organizations, TCN and other associations can contribute to raise civil society and local communities' awareness about the importance and the added value of effective integration processes and empower TCN to become active citizens.

With regard to this, VET providers are encouraged in their practices to mainstream non-formal and informal learning approaches, which enhance the empowerment and active involvement of both local communities and TCN into the integration processes. Arts, sports and intercultural activities, as examples, will help migrants and refugees to express themselves, become more self-confident and engaged while promoting systematic interaction with local hosting communities.

Finally, particular attention must be paid by VET providers in designing interventions targeted to women, a group at greater risk of marginalization and isolation among their fellow citizens, by promoting their socialization, training and employment as key to empowerment and self-determination.

Recommendations
- Based on the 2016 EU Action plan for the integration of TCN, an EU-wide framework on TCN social and professional integration should be developed in order to align processes and tools (including a European validation framework of digital competencies) across Member States with the active involvement of learning providers;
- Existing EU and national frameworks, guidelines and tools (i.e. ECVET) should be tailored to address also TCN needs and background and integrated in an EU-wide toolbox that should link outputs produced by the different tools and facilitate connections between the several stages and actors involved in TCN holistic integration;
- EU policy actors have to foster the development of effective multi-stakeholder private/-public partnerships (Civil society organizations/VET providers/key policy actors/socio-cultural mediators, business actors) to facilitate TCN better access to labour market, empowerment and social inclusion;
- Intercultural mediators should be recognized as distinct professionals across Europe. VET providers should advocate for training for intercultural mediation that should be aligned with NQFs and accredited at EU-level;
- VET providers should work in close cooperation with civil society organizations in order to raise local community's awareness on the importance and benefit of effective integration processes and to guide and inform newly arrived TCN on learning and socio-cultural opportunities with particular attention to fostering women empowerment.

Annex A: Composition of WG3 and Working Method

Composition of WG3

Coordination:
Mr Horst Dreimann (EVBB Secretary General, Belgium) and Ms Tina Bertzeletou (VET-expert, Cedefop)

Members:
1. Mr Atabarut, Tamer (EUCEN, Director BULLC, Bogazici University, Turkey)
2. Mrs Baeyens, Johanna (EURASHE, Senior expert, Belgium)
3. Mr Daale, Hans (CHAIN 5, President, The Netherlands)
4. Mr Kameas, Achilles (EUCEN, ALL DIGITAL president, HOU Professor, Greece)
5. Mrs Liuti, Sylvia (EfVET, FORMA.Azione , European projects Director, Quality Assurance and Gender Equality, Italy)
6. Mrs Maul, Andrea (EVBB, IB Head of VET, Germany)
7. Mrs Michail, Domna (UoWM, Associate Professor, Greece)
8. Mr Mikalsen, Arne Ivar (Nordland County, Adult migrants' education consultant, Norway)
9. Mrs Otegui Payero, Belén (EfVET, Pinardi program coordinator, Spain)
10. Mrs Palaiologou, Nektaria (SIRIUS nat. representative, IAIE Board member, Greece)
11. Mrs Puumalainen, Niina (EfVET, Ylä-Savo Municipal Federaration of Education, Development director, Finland)
12. Mrs Sanchez-Bengoa, Dolores (EVBB, HdWM Vizepräsidentin, Germany)
13. Mrs Susova, Lucie (EVBB, SOLIDAR, Belgium)
14. Mr Toscano, Ivan (EVBB, Federazione CNOS-FAP national responsible for EU and international projects, Università di Pavia Lecturer, Italy)
15. Mrs Zeidenberg, Hélène (EVBB, AFPA Direction Générale et Direction Insertion Sociale et Partenariats, France)

Working method

The above mentioned experts came together in May 2017 to set up this group based on reciprocity and mutual voluntary work wishing to learn from each other and share knowledge with third parties active in the field of migrants' reception, education/training and socio-cultural integration. The WG3 decided to define practical guidelines on how to promote migrants' integration and empowerment through learning adopting the double and interlinked approach of addressing both TCN needs and challenges in the fields of learning and their socio-cultural participation in the host economy and society more general.

The present working paper is the outcome of WG3 work between May 2017 and April 2019[26]. The document is based on members'contributions and reflections and was drafted by Achilles Kameas and Ivan Toscano. Members have contributed with many case studies of which a selection of only ten is presented in Annex B due to the need to keep the document both short and representative of the variety of approaches to TCN integration proposed by the group.

Despite its commitment, WG3 is aware of its work limitations also in view of the vastness and complexity of the field under consideration.

WG3 reckons also that due to its composition, its work has been limited to certain VET-providers and Member States only and consequently it is not representative of the wealth of activities led by VET-providers at national and at EU level. However, it hopes that its work reflects the challenges faced by those involved in TCN integration and that it can serve as

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[26] During this period WG3 met four times: 2-3 May 2017; 13-14 March and 20-21 November 2018 and 4-5 April 2019. The final draft of this report was presented on the 14th and 15th of November 2019, during the European Vocational Skills Week in Helsinki, together with the reports of the other working groups and documents from other international organisations (see also annex C).

'food for thought' to them. Although these findings and recommendations are primarily addressed to VET-providers and the European Commission, stakeholders involved in the 'migration cycle' may gain insight on what works at the grass root level on the basis of the 'lessons learnt' as deriving from the analysis of the reported practices and case studies. WG3 hopes that above all interested readers may find enough evidence for the need to adopt a holistic approach to TCN integration and to mainstream existing policies and tools in a coherent framework.

B1

Sylvia Liuti describes Umbria Region's initiative to promote the socio-cultural integration of migrant women through their information and training on pregnancy and maternity issues and through their active involvement in shaping the related policies and services.

Women learning about themselves

The BIRTH initiative (Better Integration Rate Through maternal and child Healthcare) comprises both awareness-raising campaigns and training sessions to inform migrant women on childbirth and maternity issues.

The initiative is particularly important to pregnant migrant women who need to access health services. Migrant women's relation to healthcare services is greatly affected by their different cultural background in particular during their pregnancy. This causes major risks to women's and children's wellbeing. The lack of knowledge and awareness about the overall maternity-nursing cycle in Europe, the different cultural approaches to pregnancy and birth delivery, the social marginalisation of migrant women are the main challenges for developing this project.

In the Region of Umbria, migrant women's major health problems regarding maternity and nursery are:
- the reduced number of visits during the pregnancy (less than 3) and the delay of the first visit (after the 12th week).
- the higher ratio between new-born dead within their first 28 days of life in the migrant cohort compared to the Italian one.

The BIRTH project has been developed by the Local Health Agency to:
- improve the intercultural mediation in the Health sector in Umbria, by structuring a Coordination centre, functioning like the emergency number 118, able to provide useful and efficient connections between qualified in the diverse languages/ethnicities facilitators, health operators and migrant women in the whole regional area.
- build new partnerships among the health institutions in Umbria in the field of maternity and nursing which are characterised by a significant inequality- access.
- structure a mediation service for migrant women, able to cover the entire child-birth path and the corresponding health/sanitary provision, through planned as well as emergency services.
- plan and implement informative and communication actions to facilitate migrant women's access to maternity and nursing health services, in order to improve prevention, early diagnosis and support well-being and safe child-birth.
- render mediation services more adequate to migrant women's needs and expectations, through migrant associations' active involvement at both policy and services level.

The practice consists of a set of activities aimed at improving both the communication and informative services to migrant women, accessing maternity-nursing services and empowering them by providing tailormade actions and training.
- Creation of two Info-points, one for each Hospital to give ready-to-use answers about prenatal diagnosis, maternity and nursing pathway, birth-control, planned termination of pregnancy.
- Re-design of the already available information materials, using pictograms and more immediate images and drawings as well as texts translated in the most relevant foreign languages according to the ethnicity rate of presence in the whole region.
- Definition of a dedicated phone number to provide information in three different languages to guide women through the maternity-nursery services.

- 15 pre-natal training course have been delivered, according to the diverse migrant communities (Arabic, Chinese) present in the region.
- Periodic visits at migrant women houses after the delivery, by both intercultural mediators and obstetricians, to support and empower them in acquiring maternal attitudes.
- Emergency services, through a dedicated phone number directly managed by different intercultural mediators and also through a simultaneous translation service available during night and holidays.

The structured service of intercultural facilitators is the key action for delivering the above services appropriately.

B2

Institutions need to reconsider policies and practices in the field of validationand recognition and to invest on defining culturally adapted methods and standards in testing migrants' knowledge, capabilities, expectations and work experience. This is a demanding process requiring both funding and time allocation for experts and teaching staff to get involved appropriately.

Niina Puumalainen explains the approach followed by the tourism sector in Finland.

The importance of direct observation in real work

The goal of this practical method is to provide new immigrants good prospects for entering the labour market. The main point is that language skill is not the prerequisite for doing certain jobs. This is confirmed in international, multilingual and multinational work environments, and this practical evaluation is easier to implement in such work contexts.

The instructors have to be experienced staff that will undergo appropriate training and receive certification prior to starting the validation process. Positive attitude and co-operation skills are important assets for successful instructors.

Validating and testing migrants' skills are good information-sources for planning migrants' individual learning path. Observing the ways of using typical tools and machines, of solving problems and of executing tasks tells a lot about migrants' experience, inclinations, skills and competences, without even possessing language skills.

The needs for further developing skills and competences and how to acquire them are more reliably defined after such evaluation has taken place.

Individual learning paths will be determined by the skills and competences required in a specific job and company. VET providers must also take care for securing migrants opportunities for lifelong learning and career development.

B3

Sylvia Liuti reports on a project by the Lazio Region in which an assessment approach tailor made to migrants/refugees was designed and implemented to detect not only their skills and competences but their potential also.

Importance of 'listening to' migrants' previous work-experiences

This experiential practice is an AMIF-funded project, called 'Legami Integri' (Intact Bonds), managed by Roma Capitale and the Lazio Region. The main aim was the identification and recognition of 10 refugees/asylum seekers' prior learning, with the support of 2 qualified operators and the involvement of linguistic and cultural mediators.

The focus of the initiative was on the identification and evaluation of all formal, non-formal and informal learning migrants/asylum seekers had gone through, with the help of a tailored to their an specificity approach:

- centred on the person, based not only on his/her needs, but also on his/her resources (whose potential they are often not fully aware) through an individualised methodology;
- ensuring that learning outcomes are recognisable both by the beneficiary and all the other actors in the system (primarily by those from the labour market).

In detail the path has been developed as follows:
- on the basis of what they have declared on the Europass CVs (with support of the Public Employment Services staff), refugees have been informed by social workers about the opportunity to identify and recognise their prior learning/competences as relevant asset for the labour market, specifically in mechanics, plumbing and welding sectors;
- the refugees have then been started the Prior learning Transparency process with the support of two qualified operators of the Lazio Region and an intercultural mediator. The process has been carried out through two individual interviews, each of about 2 hours. The 1st individual interview has been aimed at a preliminary information collection, stipulation of the individual service agreement and filling in the formal request to access the identification and prior learning transparency service. The main output of this activity is the first draft of the transparency document as a more structured knowledge basis through which beneficiary become more aware of his/her abilities and can search for possible supporting evidences;
- the 2nd individual interview aimed at identification of appropriate units of competences in terms of both specific characteristics and relevant learning. Issuing of the Prior Learning Transparency document to the beneficiaries, reminding them the possibility to access Vocational Training courses and/or to better support their CVs, by using it.

The Prior Learning Transparency document thus is the first step towards a formal validation of refugees' skills and competences, which however requires another specific formal process that is not automatically offered and developed in Italy, since the recognition and validation system is still under development, also with differences among Regions.

Indeed this first step has a remarkable importance, because it allows beneficiaries to self-reflect on their prior work experiences, formally recognising them and make beneficiaries more aware of their abilities and competences and how these can be concretely spent also in different countries and labour markets.

Constructive episodes about refugees' lives and work-life, related to an appropriate space and time span, contributed to give them back the hope of a possible future linked to redemption in the work.

Despite the low number of people involved, this experience had a great significance in terms of social value, as well as in terms of contribution to setting up the Lazio Regional system for skills validation and certification.

B4

Ivan Toscano refers to projects realized by the Salesian organizations CNOS-FAP, VIS and SCS/CNOS aimed to build up comprehensive set of services and a framework of intervention, bridging EU VET and market actors to provide guidance and employment in the country of origin and in Europe.

Multi-actor partnerships and integrated approaches to foster migrants' holistic social and professional inclusion

The project LIME, led by CIES in partnership with Italian and Spanish partners (CNOS-FAP, LUMSA University, ALDA Network, Concoop-Roma, Guaranì NGO) aims at

promoting early and effective integration in the labour market of 60 unaccompanied Migrants (UAM) through an integrated and multi stakeholder approach, the Vocational District/Cluster model, mobilizing coordinated territorial networks in Rome and Madrid to adapt recent Active Labour Market Policies to migrants' specific needs.

The project Human Corridor, led by Comunità Papa Giovanni XXIII in partnership with Comunità di Sant'Egidio, VIS, CNOS-FAP and SCS CNOS aims at upscaling the practice of "Human Corridors", a procedure regulated through the agreements signed by Comunità di Sant'Egidio and by Italian and French authorities.

It supports the resettlement and integration of 1000 migrants (refugees, asylum seekers and other beneficiaries of international protection from Lebanon and Ethiopia) in Italy and France; 30 of them are addressees of a pilot comprehensive socio-professional integration path implemented by CNOS-FAP and SCS/CNOS.

Both the LIME and the Human Corridor projects clearly demonstrate how effectiveness of strategies leading to migrants' social and professional integration is strictly related to the possibility to build up vocational clusters linking TVET providers, guidance and orientation experts, NGOs, market actors, key policy actors (in Europe and in migrants 'countries of origin) in order to provide integrated services, joining different professionals with diversified skills and profiles to better respond to migrants' needs and expectations.

The clusters implementing the two projects are working together to link vocational training, social integration and employment as three facets of the same comprehensive approach to human development and poverty reduction.

As far as migrants' orientation, professional guidance training, socio-professional insertion and integration are concerned, the innovative approach implemented comprises the following set of activities:
- Analysis of labour market sectorial trends and forecasts;
- Information, vocational orientation and activation of beneficiaries also through non-formal ICT based tools (see the focus on the Erasmus+ JOB LABYRINTH game in the box below);
- Assessment of beneficiaries skills (including non-formal and informal skills) and expectations;
- Orientation balance, delivered also through ICT based e-guidance tools leading to a portfolio of skills and competences;
- Pre-vocational accompanying measures (including short modules on basic and transversal skills and learning on the job and work based learning simulation);
- Vocational guidance toward the choice of employable oriented opportunities;
- Analysis and matching of beneficiaries' profiles with new and existing Active labour market measures and employable oriented paths (apprenticeship programs, dual education paths leading to qualification, business start-up programs), and
- Tutoring, monitoring and follow-up of the pathns and of the learning outcomes achieved by the beneficiaries.

Within the comprehensive set of services described above, new or enhanced Information and Communication Technologies (ICTs) can facilitate migrants'integration, since they help VET providers to tailor provisions to TCN needs and profiles.

In particular, during the validation and guidance processes ICTs serve as tool to detect TCN capabilities and to match their skills with those needed in the local labour market.

Ivan Toscano reported on the EU Erasmus+ project 'JOB LABYRINTH' run by Federazione CNOS-FAP, which aims to raise TCN, vulnerable youth awareness on active labour market measures, to attract and activate them through gamification and e-guidance services.

Gamification and e-guidance to foster migrants' activation and professional inclusion

The potential of gamification to improve attractiveness of mainstreamed guidance and educational services and to address vulnerable youth is the focus of different EU on-going initiatives, as well as is quite evident the contribution of e-guidance to more effective and efficient services; nevertheless, the impact of gamification techniques to raise TCNs and other vulnerable youth' awareness on Active Labour Market Policies – ALMPs - and of e-guidance to enable their potential as active employment rights holders is not yet fully exploited and remain as yet an untapped resource (VS/2011/0083 - 2013, Good practices in the use of ICT in providing guidance and counseling).

JOB LABYRINTH **(**http://joblab.cnos-fap.it/) project is an Erasmus+ programme realized by Federazione CNOS-FAP, in cooperation with Spain, Hungary and Slovakia aimed at integrating ALMPs, Employment services and e-guidance in order to enhance assessment of skills, quality VET, guidance, transition to work and activation of vulnerable youth in formal education, VET and youth sectors.

JOB LABYRINTH aimed at integrating ALMPs, Employment services and e-guidance in multiple settings as master-keys to enhance assessment of skills, quality VET, guidance, transition to work and activation of vulnerable youth, through a multipronged strategy aiming to:
1. Develop learner-centered and game-based e-solutions to raise youth awareness on ALMPs measures, attract and activate in particular NEETs, disadvantaged and vulnerable youth: the Job Labyrinth game (see a demo at http://joblab.cnos-fap.it/gamevideo.mp4).
2. Increase cooperation between VET, employment and guidance providers, building staff capacities to deliver individual skills assessment, counseling, and qualifications through "tailored e-guidance services".
3. Mainstream in formal and non-formal settings (VET, education, youth work, public-private JPOs) open guidance e-services, integrating them into the JOB labyrinth game.

Through the JOB LAB game and its tailored game-based attractive approach 1498 Learners, NEETs, migrants and job seekers aged 15-29 have been intercepted, activated and guided towards active job seeking; among them, about 150 Third Country Nationals (mostly refugees and asylum seekers in Spain and Italy) have been targeted.

B5

Achilles Kameas makes below a short presentation of the DCDS initiative aiming at enhancing low-skilled adults with basic digital and transversal competences.

The work of ALL DIGITAL for low-skilled adults

The Erasmus+/KA3 project DCDS (www.dcds-project.eu/) coordinated by ALL DIGITAL aimed to establish a framework to provide low-skilled adult European population with the basic digital and transversal competences needed for employment, personal development, social inclusion and active citizenship.

To achieve this, the project developed an open, new and innovative multilingual Digital Competences Development System (DCDS) and used it to provide non-formal training to low-skilled adults in different European countries. DCDS is completely aligned to the European Digital Competence Framework for Citizens – DigComp, and consists of:
1. The Digital Competences Development Methodology (DCDM) for the development of Adults' digital competences and related transversal skills;

2. The online Digital Competences Development Environment (DCDE) consisting of the following modules:
   a. Self-assessment tool that allows adults to identify gaps in their basic digital competences;
   b. Recommender tool that enables trainees to identify the training offers that match their needs best;
   c. Online tools for the management of trainees' profiles and the definition of flexible learning pathways that combine training modules;
   d. Online learning application with gamification features;
   e. Multilingual digital Open Educational Resources, and
   f. Validation and certification of digital and transversal competences;
3. Personalised blended non-formal trainings composed by training modules to meet individual learning needs, combining online learning with face-to-face support sessions by e-facilitators;
4. Handbooks and course guides for implementing the methodology to assist the trainers and the training providers in planning and delivering flexible and modular trainings.

Based on data analysis, the project produced a Policy Influence Toolkit for training providers and Policy recommendations for policy makers on further exploiting and transferring its results to e-Inclusion, Adult Education and the Digital Skills Agenda.

B6

Alette Vonk presents below Connect2us initiative that creates lesson material for intercultural teaching and learning material addressed to migrants, VET institutions and teachers in the country of origin and destination.

Intercultural competences for all involved in the migration cycle

Connect2us is a Dutch NGO of interculturalists. Based on stories and experiences of migrants as well as staff working with migrants, they have developed a website with several intercultural situations and clashes: daily situations in which people do not understand what is happening and how to react.

Each story is followed by an explanation and suggestions on what to do next. At this stage the stories are from migrants in the Netherlands and Germany (which have distinct cultures as well).

The stories for Luxemburg are being developed with the help of European funding (AMIF) and there are several more European countries to come. The stories are openly accessible to everybody and can be used as lesson material, both for migrants, for VET centres' staff and/or for teachers or students from the home country.

In addition, connect2us is in the process of developing more lesson material for teachers to be used in class to discuss cultural differences, improve cultural competences and create an inclusive learning environment.

B7

Achilles Kameas refers to the HOU projects on promoting cultural mediation and competences.The Hellenic Open University (HOU) and more concretely, its DAISSy research group have tried to respond to both needs by a series of projects.

Enhancing cultural mediation

The Leonardo da Vinci project SONETOR developed an online platform that supports peer learning among cultural mediators. The training platform integrates existing social

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networking applications with modern adult education methodologies and provides tailor-made content and services, to assist cultural mediators in further developing their formal and non-formal skills and competences and in applying them in their work with immigrants. The platform is maintained and upgraded by DAISSy. The platform is functional and open and can be accessed in the address https://www.culturalmediators.eu

Its follow-up Erasmus+/KA2 project TIME (www.mediation-time.eu/) produced a comprehensive training program for intercultural mediators, aligned with EQF, NQFs, ECVET, a training program for trainers of intercultural mediators and recommendations for the validation, certification and accreditation of intercultural mediator training.

In relation to enhancing mediation competences in other categories of professionals, the Erasmus+/KA2 project DIVINA-Edu (http://diversityadultedu.eu/) developed a training methodology and a course outline on diversity management in adult education, together with new training modules, training material and an assessment methodology for trainers and administrative staff.

The Erasmus+/KA3 project BRIGHTS (http://www.brights-project.eu) has developed a MOOC on Global Citizenship Education addressed to secondary school teachers and trainers (e-facilitators, youth workers, cultural mediators etc.) working with young people in formal and non-formal educational settings (schools, Telecentres, youth centers, NGOs etc.).

Based on the outcomes of the above projects, HOU in collaboration with Olympic Training, has designed and is currently offering the Short Course "UPTIME - Advanced Training in Cultural Mediation" (https://www.eap.gr/el/su-pro/499-diap-sp/6609-info-diap-sp)

The course lasts 14 weeks, is addressed to professionals in the fields of interpretation, health, education, social structures, law and even volunteering, who have already been trained as cultural mediators and work with or provide services to vulnerable populations. The course aims to broaden and update their knowledge, skills and competences with recent developments in intercultural mediation and related fields.

The above mentioned two projects SONETOR and TIME helped define the occupational profile of the cultural mediator for Greece that is already recognized and certified.

B8

Hans Daale elaborates on the advantages of calling in students (of local and migrant origin) to provide guidance to newly arrived migrants.

Former (migrant) students to guide their newly arrived peers into studying and living in the host country

It is important that young migrants with the opportunity to settle come in contact with their peers from VET colleges as soon as possible. VET students can guide them through all sorts of things to find quickly a place in society. Of course adults need to be involved in integration processes but the communication between youngsters is easier, less formal and richer in experience sharing.

VET providers could explore the feasibility of deploying young nationals as well as young migrants born or settled in the country/region, to contact and guide the newly arrived. The most important thing, however, is that the accompanying young people are still studying for a VET diploma and that they learn how to accompany their new peers as part of their studies. Such a learning could be integrated in a specific course or become a specific elective module, students being supervised by teachers and receiving 'credits' for.

VET colleges must develop their own strategy for activating students to guide young people (new citizens) compatible with the integration policy in place. VET students can help young migrants during the delicate phase of integration. Since young migrants must learn to cope with the social life in the host region both outside and inside the school activities could take place in evenings and during weekends etc., as part of the integration process. Student associations could also participate and support those activities which bring youngsters closer together.

B9

Johanna Baeyens presents the VOCVO initiative to train teaching staff in understanding trauma in adult refugees and asylum seekers

Seminar on Trauma recognition in an educational context

This initiative was organised by the Flemish Support Centre for Adult Education (Vocvo), commissioned by the Flemish Government to support and stimulate high quality adult education.

Vocvo acts as an innovative and inspirational guidance service for the 13 Flemish centres for basic education (CBE) and for 6 independent centres for adult education (CVO).
For this seminar they collaborated with:
- FEDASIL: The Federal Agency for the reception of asylum seekers is a public interest organisation operational since May 2002. Fedasil is responsible for the reception of asylum seekers and other target groups and guarantees high-quality reception and conformity within the various reception structures. Fedasil falls under the political responsibility of the Belgian State Secretary for Asylum and Migration.
- SOLENTRA: is the abbreviation for Solidarity&Trauma''. The organisation was founded by Paika, the department of psychiatry for infants, children and adolescents of the Brussels University Hospital.
  Solentra provides diagnostic and therapeutic support to refugee & migrant children and their families.
  The target groups are teachers, directors, mentors and tutors in adult education centres and lifelong learning institutes.
  The objective is to inform the target groups about specific psychological problems of newly arrived persons (political refugees and asylum seekers).

The intended learning outcomes are:
- Be able to recognise signals of psychological trauma
- Be informed about the global psychological/sociological context of new arrivals
- Know Flanders' social map with the places with presence of new arrivals
- Be able to refer learners in need of psychological support to specialised service centres.

Part I of the seminar is an introduction to legal procedures for asylum seekers and political refugees in Flanders. The issues discussed are:
- Different categories of refugees and asylum seekers
- Asylum procedures in Belgium and Europe and the different services/institutions involved
- Reception centres for newly arrived persons in Belgium
- FEDASIL: mission, vision and activities
- Facts and figures about newly arrived
- Legal situation of asylum seekers
- Educational situation of asylum seekers
- How to find further information on the issue.

> *Part II* focuses on the psychological problems of newly arrived political refugees and asylum seekers. The issues treated are:
> - Being a refugee: a psychological view
> - Signals of psychological problems and trauma: how to recognise and value them within an educational context (on the shop floor / in the classroom)
> - The social map in Flanders: institutes and organisations to refer toGO!

B10

Access to labour market and to apprenticeship is greatly facilitated through networking as *Andrea Maul* reports below

> **The importance of VET-providers networking with companies to support migrants' professional self-determination**
>
> Our intense local networks with the private sector and the vocational training market are an essential key to the success of this activity. Special employability and job preparation courses, vocational training, further vocational training (re-training, preparation courses for external exams, special further qualification on the job) are a collection of the available measures to support migrants during the application process.
> The IB vocational training centers are linked to the local labor market and the local network of support so that most of the requirements of the labor and training market can be integrated in the curricula. We consciously create the contents and the actual performance of our courses in very close connection to the local companies so that the transfer into the first labor market is prepared in the most efficient way.
>
> In Internationaler Bund (IB) we have set up a large pool of companies, with most of which we are in very close contact. One of our work-aims is to prepare within a maximum of 11 months young people (with and without a migrant background) for vocational training and a place in firms (apprenticeships). In the past more German youngsters used to take part but since the 2018 academic year more migrants than Germans are participating in our projects.
>
> Furthermore we are working on a program of the Federal Ministry of Labor and Social Affairs (BMAS) to offer to young people of migrant origin, among other things, the opportunity to choose a vocational training for them after having completed their internship since internships should lead to training. Assisted training (AsA) is for young people who want and are able to complete an in-company dual apprenticeship.
>
> Assisted training is divided into two phases. In Phase I, our pedagogues support the young people before the start of the actual training with occupational orientation and that followed accompanied internships in companies, intensive application training, competence promotion and the search for a training place.
>
> In Phase II, the teachers support the young person in various ways.
> In support and remedial teaching, theoretical, practical and general knowledge is taught. In small working groups, trainees repeat and deepen their vocational school material, discuss their homework and prepare for class tests and examinations. Our learning offers are based on the competence approach and take into account the special situation of each trainee. In addition to technical preparation, we also convey special training in handling with exam stress, exam anxiety and exam pressure.
>
> The support is provided by qualified teachers individually in small groups and is executes in all training occupations in close cooperation with the vocational schools.
> Social pedagogues support the trainees with professional or private difficulties, help with learning problems or examination anxiety or give tips for applications and job search after the training.

The IB is also the contact person for the companies and assists in all organizational questions relating to training and in finding a suitable trainee. Above all, however, the IB is the point of contact for the companies and the trainees when obstacles need to be cleared and conflicts have to be resolved.

The training supervisor maintains the regular contact to the companies. He is available to the trainee and the company in all questions. We offer every training company help with organizational and administrative questions. We also assist in the search and selection of a suitable trainee.

The training is supported by the Federal Ministry of Labour and Social Affairs, which means that neither the trainee nor the company incur any costs.

Since April 2018 we have managed to place in training at the open labor market 7 out of 27 migrants participating in this project. Two of the others have a training contract and start as soon as possible the training in geriatric care. Five of them further wait for the final decision of the companies after their internship but have already good feedbacks for their chances. The seven placed participants are trainees in retail trade, office management, electrician and medical assistance.

Since we have started we have already one participant who has passed his exam in geriatric care.

The final draft of this report was discussed and presented during the annual European Vocational Skills Week, in Helsinki on 14 and 15 November 2019, during a meeting of the working group and a workshop for a group of participants in the EVSW. The reports of the other two working groups were also discussed in a joint session, which as such was an activity of the Community of Learning Providers. On the basis of the discussions in small groups, it appeared that the subject of TCN's training is broadly seen as a very important point of attention for the coming years.

This is not purely about the role of migrants and refugees in being able to follow education and especially VET. It means that an integrated approach is needed to speak of social inclusion and the involvement of those who must be able to build a life as a newcomer in a country. Education and training are good starting points for this, as an opportunity to combine them with work, even if only within the program based on work-based learning. In a possible continuation of the activities that are in line with what has been done in the past three years, the broader context for the training of TCN can be taken into account. This can bring multiple aspects of 'social inclusion' to full advantage.

Reports of other organisations were also presented during the EVSW, mainly linked to research done on the position of certain groups. The conclusion that can be drawn for WG3 is that these reports can be used in a possible continuation of the work - based in part on the recommendations in this document. This may focus on a combination of practice-oriented research, also aimed at a quantitative analysis of developments, and the findings that mainly arise from a qualitative approach, as was done with WG3.

A good example of a useful research report that appeared in 2019 is 'Unlocking the Potential of Migrants: Cross-country Analysis', from the OECD, authored by Shinyoung Jeon[27] and co-funded by the European Commission. This study revealed issues that are very well in line with the findings of WG3, and which can also reinforce them. To illustrate this, a few parts of the report are presented below.

From the preface:

Among the millions of asylum seekers who recently arrived in OECD countries, the majority are young people who may be able to take advantage of vocational education and training (VET) opportunities to help them enter skilled employment. This report provides advice to governments and other stakeholders who are seeking to use VET to promote integration, in particular for young humanitarian migrants. While the study draws particularly on policy and practice observed in Germany, Italy, Sweden and Switzerland, it also highlights other international practices.

The report focuses on the main channels through which migrants succeed in VET. It is essential that migrants are fully informed about the opportunities VET provision offers and that they have access to high quality preparatory programmes enabling access to upper-secondary VET. Once in such provision, targeted support should help them to complete VET programmes successfully. OECD countries are putting in place innovative measures to achieve better outcomes for both migrants and for economies as a whole. Ultimately this report argues that VET systems can become stronger, more flexible and more inclusive, when working better for all students, including those with diverse and vulnerable backgrounds.

From the chapter: Vocational education training is an essential integration tool

In 2017, there were 59 million young people with migrant backgrounds across OECD countries, representing 27% of young people – an increase of 4 percentage points over the

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[27] https://www.oecd-ilibrary.org/education/unlocking-the-potential-of-migrants_045be9b0-en

previous decade. Between 2014 and 2017, more than 5.3 million asylum seekers arrived in OECD countries, and over 50% of those arriving in Europe were aged 18-34. Of these, many – though not all – have obtained some form of international protection (i.e. humanitarian migrants, which are mostly referred to as refugees). Previous experience suggests that many young migrants will struggle to integrate. Labour market outcomes for humanitarian migrants in particular are often poorer than both native and other migrant populations. VET is a recognised means of addressing these challenges. Upper-secondary VET graduates – both native and foreign-born – are more likely to be employed compared to both upper-secondary general education graduates and people without upper-secondary qualifications.

The benefits of VET appear to be stronger for disadvantaged students. For example, migrants and refugees are more likely to continue working in the same firm where they did their apprenticeship than their native peers. Evidence suggests that work-based learning, in particular apprenticeship, is one of the most effective ways for young refugees to integrate.

Young migrants and refugees should be informed about VET opportunities It is important that host countries are able to collect and manage demographic and skills profiles of humanitarian migrants in order to assess their needs and capabilities and to better engage them with VET. However, much of the available data on humanitarian migrants is collected on an ad-hoc, small-scale basis.

Young migrants and refugees are often unfamiliar with or have a poor opinion of VET, sometimes based on experience in origin countries. Addressing this challenge requires proactive provision of personalised career guidance and mentoring services including existing information mechanisms established for the general population such as schools, career guidance services, public employment services as well as reception centres, social services centres and NGOs.

Appropriate preparation is required to ensure effective pathways for migrants and refugees into and through upper-secondary VET Even if upper-secondary VET becomes a goal for young migrants, they often face language and academic barriers.

Effective preparatory programmes can enable smooth progress into mainstream upper-secondary VET by combining language, vocational and academic learning, engaging social partners, emphasising work-based learning and providing career guidance.

Targeted pre-vocational or pre-apprenticeship programmes play particularly important roles. Teacher training for multi-cultural and multi-lingual settings can help teachers to optimise the effectiveness of preparatory and VET programmes.

Personalised support through use of mentors and coaches as well as other support mechanisms to increase connections between schools and workplaces during VET enhances the outcomes of migrant students.

Annex D - Recommendations by actor level-explanatory note

No	LEVEL	DIMENSION	DESCRIPTION
1	**TCN as recipients of learning**		This level includes recommendations that relate to the development of services by VET organizations in order to better support the recipients of their services (trainees, TCN etc.).
		Processes / Mechanisms	This dimension includes recommendations at planning level (for example, new processes or mechanisms, such as holistic approach, validation, etc.).
		Instruments / Tools	This dimension includes recommendations at practical level (for example, new instruments and tools, such as personalized training courses, self-assessment tests, adoption of ICT etc.).
		Culture / Language	This dimension includes recommendations for the development of the trainees at a personal level that goes beyond mere learning (for example, understanding the culture and habits of the hosting society, learning the language etc.).
2	**VET organiza-tions as providers of learning services**		A VET organization can be considered as a system that operates within a given environment (context). As such, it must establish a structure and develop mechanisms for successful operation, despite the changes in the environment (for example, new regulations, new target groups etc.). This development is heavily based on the resources of the organization. Therefore, we provide recommendations in two dimensions: (a) development of structure and functions, (b) development of capacity.
		Organiza-tional development at structural and functional level	VET providers have to develop in order to deal better with the new requirements. Changes must happen in two levels: - Structural level: contains the recommendations for developments in the structure of the organization, for example new departments, positions etc. - Functional level: contains recommendations for developments in the operation of the organization, for example, new policies, courses etc. – developments in the culture of the organization are included here.
		Capacity of organization and staff	The capacity of the organization depends mainly on its resources, so this category contains recommendations related to resources, such as infrastructure and technology, budget, and human capital. Recommendations for the professional development of teachers, trainers and other staff must be included here.
3	**Policy makers and broader context**		This level includes the recommendations towards the environment (context) within which the VET organization operates and which affects its operation and sustainability. This environment is composed of

			(a) the society at large (with its culture, habits, constraints, etc.), (b) business peers and stakeholders, and (c) policy makers at different levels (we distinguish at least local/national and European). In each category one must include a range of recommendations for the development of policies (processes) and instruments (tools and mechanisms) that will affect or can be used by VET organizations.
		Society	Includes recommendations for development of culture and mechanisms in society, for example, openness (to cultural differences), accommodation (of TCN, students / staff from other countries), insurance etc.
		Stake-holders	Includes recommendations for the development of collaboration with businesses, peers and other sectoral stakeholders.
		Local / National policy makers	Includes recommendations towards policy makers at local and national levels for the development of policies and tools to support VET providers (for example, accreditation mechanisms, funding instruments, databases, campaigns etc.).
		European policy makers	Includes recommendations towards policy makers at European level for the development of policies and tools to support VET providers (for example, EU framework for TCN, mobility, etc., EU-wide validation mechanisms, EU-wide accreditation of jobs, new funding schemes, etc.).