

Reshape the future

Education and Training for Migrants and Refugees

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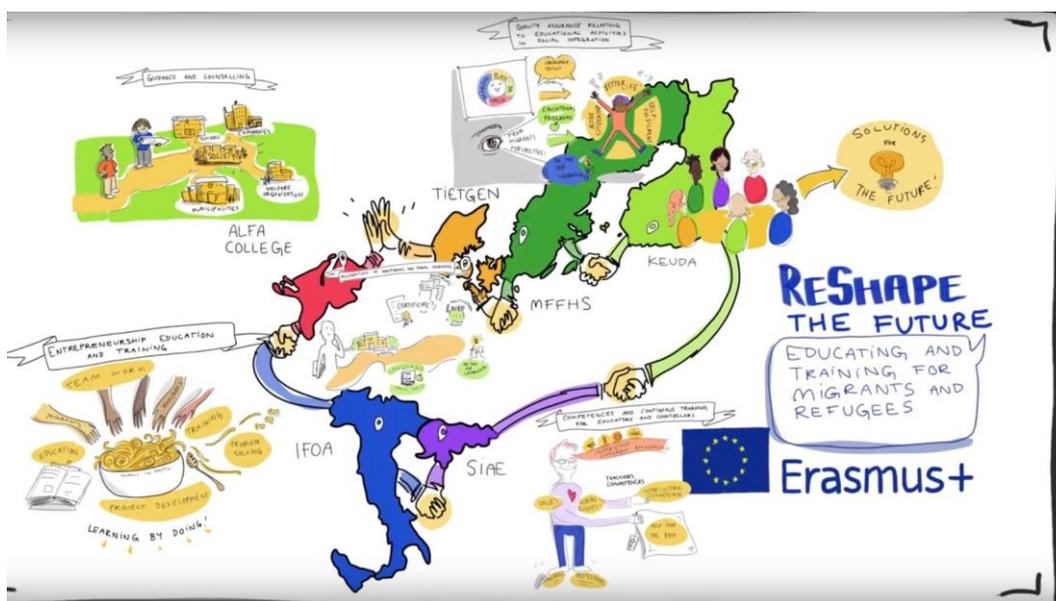
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RESHAPE THE FUTURE – EDUCATION AND TRAINING FOR MIGRANTS AND REFUGEES
RESHAPE THE FUTURE -PROJECT 2016 – 2018



1. WHAT IS RESHAPE-PROJECT ABOUT? An introduction to the project

Background and aims

At this very moment Europe is facing tens of thousands of refugees needing protection, support, guidance and counselling, and finally education and training for those who stay in our countries. Integration of people who have been granted protection is a major ongoing challenge in member states. At the same time member states struggle with economic and social challenges, that reflect into education and the education provision. The economic recession seems to continue, which means reductions in state funding for education, including the education provided for adults.

Education and training is the most important way to active citizenship, better life and self-fulfilment. Migrants and refugees should integrate as soon as possible into our societies. This means not only the language skills, but also the possibility to enter educational programs as soon as possible, and be prepared to find a job on our labour markets.

Sharing experiences and best practices is vital in order to cope and to develop as we go along. Therefore the aim in Reshape the future –project is to systematically scrutinize adult education provision and training for

migrants and refugees, from the perspectives especially chosen as necessary and interesting to all partners. The co-operation within Reshape-project helps us to plan the structure for our education and training provision for migrants.

The themes in survey were the following:

- Recognition of non-formal and formal learning of migrants and refugees
- Competencies and continuous training of vocational adult educators and counsellors working with migrants and refugees
- Guidance and counselling for migrants and refugees
- Entrepreneurial training for migrants and refugees
- Quality assurance of vocational education and training provision targeted to migrants and refugees

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Partners

“Reshape the future” has been a co-operation between six European countries - Keuda from Finland, Finska Folkhögskolan from Sweden, Istituto Formazione Operatori Aziendali (IFOA) from Italy, ROC Alfa College from Netherlands, Tietgen from Denmark and Slovenian Institute for Adult Education (SIAE) from Slovenia.

For teachers, counsellors and managers the project have been part of their continuing training in order to update their international skills, understanding of the migrant situation in Europe and learning of education and training for migrants and refugees, its challenges and solutions.

Working methods

The project comprised of five chosen themes, with each was studied in 5-days workshops organized by one partner by turn. The partners' role and tasks were different in different workshops as one of the partners was responsible for organizing the workshop in question.

The WS hosting partner briefed the theme to other partners approx. 2 months before the workshop in order to specify to the partners what and how to prepare the country presentations and papers.

The WS preparation was team effort with those taking part to the WS in question. Each partner prepared a thorough presentation (paper + power point, video etc.) on the theme in their own country and organization. Making the presentations and papers meant a lot of studying around the theme and scrutinizing the practises in partner's own organization. In addition to the presentation partner compiled a "country" summary on the theme in question and send it to host partner and the coordinator in two weeks after WS. Host partner prepared a theme report, which is a basis for the article in the end.

Every 5-day thematic workshop was a training period for teachers and counsellors taking part to the project. These workshops gave an excellent opportunity for adult educators to learn about education and training activities for migrants and refugees through the theme in question.

For example, during the two years of the project going on, 22 of Keuda's teachers and counsellors took part to the project as a WS participant in five workshops. Most of them also took part to the multiplier event, which took place in Keuda.

The theme reports, prepared by the host partners, are products of the project and can be found in Keuda's website (www.keuda.fi/reshape). The theme report is a description of the current practices, key messages and next practices, based on presentations, visits, discussions and debates in workshops. Form of the reports is a pdf. This article is an abridged synthesis of the WS theme reports, added with the introduction and conclusion chapters.

According to partners, this interactive way of working together on one specific theme for 5-days gave a lot of energy and inspiration to participants. Using the method of learning seminars, we were able to get a lot of information's and new knowledge about the effective ways to work with migrants and refugees. The one-week learning workshops in our opinion was a very good method also because it gave us a possibility to discuss about the effective approaches and best practice among partners, staying focused on one particular theme at each workshop. It was not just discussion about good practices shared, but also about the challenges and solutions working with migrants and refugees.

In addition, compared to other projects, this working method required a deep structured preliminary analysis of the current situation in each country and during the seminars the working method led to in depth knowledge with the practices and situation in the other partner countries on occasion of the workshops. Reshape, differently from other projects, did not contemplate to conceive and develop a new product or service but to share each partner's expertise and then to work it out again according to individual context and needs. Indeed, new tools and methods were developed and brought into action in partners countries.

Participants

Participants for the Reshape Ws's have been chosen based on several criteria. The main criterion was the topic of the Ws – we choose those professionals who work in the fields related to the Ws in question. We prepared by looking at the project plan as a whole and specific themes on Ws's with a few colleagues, and invited colleagues, who had the right expertise to join in for that specific theme.

We have also taken into account the physical possibility of participation of each individual according to his/her timetable with other projects and responsibilities and his/her willingness to take part in the project. Even though the working language in the project has been English, we did not require very high skills in English, instead the skills to get along and sufficient knowledge to understand the discussions, also some courage to give a presentation in English.

For Reshape-partners the participation of the staff to international workshops have been very important in order to develop their competences regarding working with migrants and refugees as adult educators or as counsellors. Besides the professional learning and sharing work-related practices and information, cultural learning and exchange is also important. For teachers/educators, counsellors and managers this involvement has been part of their continuing training in order to update their international skills and understanding of European level approaches, challenges and good practices in adult education provision.

This project has been an excellent way of continuous training for staff in the field of vocational education and training – training for teachers/educators, counsellors and managers. E.g. after five workshops, 22 different staff persons from Keuda have participated in the project. For teachers/educators, counsellors and managers this involvement has been part of their continuing training in order to update their international skills and understanding of European level approaches, challenges and good practices in adult education provision.

2. RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

Description of the theme

The main focus areas of the workshop in Denmark were identification of each participating countries best practices related to Recognition of non-formal and formal learning of migrants and refugees. This included information on the participating countries regulatory frameworks for working with migrants and refugees, mandates under which each partner is working today, what kind of challenges do we encounter and brainstorming and sparring on solutions.

The precondition of a successful integration to labour market is faster assessment of the refugees competences – from refugee to citizen. Main focus of the WS was on competence assessment, and increasing skill levels via prior and informal learning accreditation and validation systems as well as via competence screening. Also successful co-operation of key players - educational institution, municipalities and companies - was studied. Each partner prepared a thorough presentation on the theme in their own country: current policy, current practices & problems, foreseen solutions, anticipation of future needs.

Practices and challenges identified in partner countries and partner organizations concerning the recognition of prior learning of migrants and refugees

Denmark: In Denmark there are difficulties getting hold on the original diplomas and authorisations from the refugees homelands. It is challenging when the refugee is educated in the health care area, as a competency clarification as these educations normally take up to 1½ years. The education of the refugee is often assessed to be on a lower level than a corresponding education in Denmark. The curriculum of the corresponding education is compared thoroughly down to subject by subject assessment. This can be difficult for the refugee to accept, if they see themselves a dentist, a doctor or a surgeon.

Skills gained through work experience must also require an evaluation process. The different level of technology, rules and legislation in different industries varies a lot throughout the world.

Slovenia: In Slovenia there are three main validation systems at the national level, which enables recognition of non-formal and informal learning of migrants and refugees.

Validation of foreign education is governed by Validation and Recognition Act (2011). Validation and recognition procedures are carried out for two main purposes: purpose of work and purpose of further education. The responsibility of validation and recognition procedures is on ENIC-NARIC centre which is under the responsibility of Ministry of Education, Science and Sport. *Mutual recognition of professional qualifications* is the system for validation and recognition competencies of migrants. This system is only applicable to persons who are fully qualified to pursue a profession in the Member State from which they come, and not for entering an educational programme for certain profession. Mutual recognition of

professional qualifications is under the responsibility of Ministry of Labour, Family, Social Affairs and Equal Opportunities.

National vocational qualification system is the only system in Slovenia, which enables individual's formal accreditation of non- formal and informal gained knowledge, skills and competencies. System is regulated by the National Vocational Qualification Act (2000). The umbrella organization in the field of NVQ is the Ministry of Labour, Family, Social Affairs and Equal Opportunities. At the moment Slovenia is formatting also the system of validation of knowledge, skills and competencies for the purpose of entering formal educational programmes for refugees without the legal documents.

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In Slovenia there are going on activities on the field of inclusion of refugees without formal documents into Slovenian educational system. Activity is going on under the leadership of Ministry of Education, Science and Sports, representative of Slovenian Institute for Adult Education is one of the expert group member. At the moment the protocol of inclusion of refugees in secondary educational programmes is made and piloted in practice.

Netherlands: In Netherlands the education and training goes hand in hand with the integration process. Basically, the migrants and refugees have to integrate within 3 years (6 exams) and they are informed of the process by a letter in Dutch. Welfare organizations help the refugee with all the bureaucratic procedures and processes. The status holder can apply for a loan and use a personal budget of maximum 10.000 euros, the budget is managed by DUO. The status holder can use this budget to fund an integration course and the exams by choosing a school or language institute with a certain certificate of quality. If a status holder is not able to achieve the minimum level of A2, he and the school where he has been following lessons at, have to prove that he followed a sufficient amount of hours (600) and did the best he could to achieve a certain level, but due to learnability is not able to reach that level. If a status holder who has a refugee status fails to finalize the integration courses and exams within 3 years by succeeding for all the exams or proving his effort with 600 hours and several tries to succeed for the exam, he has to pay a fine of 1250 euros and gets a new shorter term to succeed. If that also fails the status holder with a refugee status has to pay back the total amount of the used money of the loan in parts.

Due to the budget limits of 10.000 euros over 3 years and the maximum budget, that can be used per 3 months it is only possible to offer 7,5 to 10 contact hours per week. This limits the possibility of offering intensive courses and speeding up lessons for those refugees and status holders who are able to learn faster.

Italy: In Italy recognition and validation of prior learning do not have a national framework, but mainly have an institutionalized system at regional level. The recognition of foreign qualifications (for non-EU citizens and also for Italian or EU citizens who obtained their qualifications in a non EU country) is regulated with great caution. Different procedures and conditions exist according to the different authorities involved and

depending on the level of qualification to be recognized, the content of the course or the qualification, the reason for requesting recognition and the country where the qualification was obtained (some countries have international bilateral or multilateral agreements facilitating qualification recognition).

In Italy different institutions are involved in the process of recognition. First, the Foreign Office (through Italian Consulates) for a declaration of the value of qualification, then other relevant Ministries for professions regulated by law or under the observation of a Ministry. Also universities (to access Italian universities), the Ministry of University, Education and Research for the recognition of equivalence of PhDs obtained abroad, state school offices (for secondary schools) and regions for recognition of qualifications necessary for specific jobs have their own role in the processes.

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Sweden: Our school is a part of the liberal adult education together 154 other Folk High School. While assessing our participant's skill/education we follow the general rules for validation in Sweden. According to the Swedish ministry of education definition 2003 validation is "a process of a structured assessment, valuing, documentation and recognition of knowledge and competences that an individual has gained, irrespective of how they have been acquired". If the immigrant has a higher education and has a certificate documenting it, the national employment agency helps them to send these documents to the agency for higher education. The agency will verify if the claim is legitimate and authentic and issue a statement comparing the education the immigrant has with its Swedish equivalent. Most of the immigrants have to undergo completing education to attain complete Swedish higher education.

Regarding prior learning the Swedish national agency for higher vocational education has developed criteria and guidelines for validation of this. The procedure includes competence mapping and competence assessment, which runs parallel to each other. One of the aims of the process is to make the person's skills visible to Swedish employers and to certificate the skills the immigrant has in good time. This certification should lead to full or partial qualification.

Finland: Usually, the identification of prior learning starts by an interview. The meaning of the interview is the identification of prior learning and making of an individual plan in order design how to achieve the competences needed. In Keuda we make tests primarily to all our foreign students before they get admission to studies. If there are uncertainty of migrant's or refugee's skills to speak or understand Finnish language after the interview and first test, the "Finnish as a second language"- test will give more specific information about the issue.

In Finland we also face some challenges when teaching and assessing immigrant students. They may have certificates admitted in their own country, but it's hard to know if they are comparable with the Finnish education system. Finnish National Board of Education does recognition of qualifications but it's a slow (3-4 months) and expensive (340 €) process to go on.

How to evaluate the level of skills acquired in non-formal way? The challenges in recognition of prior non-formal learning effect to the education and training path of individual. Adult educators should learn more ways to use the information gathered e.g. by applicant's narrative stories and self-evaluation when making the individual study plan. The use of different kind of materials and the competence assessment by working life partners are an important role in the prior learning identification.

Foreseen solutions from the perspective of partner countries and organizations

The perspective or the foreseen solutions in different partner countries varies, but are overlapping each other, though. Also, the solutions articulated can be useful to others and completing the practical, successful implementation of recognition of prior learning.

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Denmark: The Ministries in Denmark have developed an internet portal to be used when assessing the competencies of refugees and migrants. This portal gives an indication as to the level of educations of the new citizen. If a more specific competence assessment is required (formal learnings), it is still necessary to go through a 'long' assessment. Learnings (non-formal as well as formal) can be tested in businesses. If a company demands qualifications a refugee or migrant is believed to have, they can be offered a company internship over a period (normally 4-13 weeks) paid by the municipality. In this internship the refugee or migrant is tested to see, if their skills match the needs of the company. If the skills match, this normally leads to employment. If the skills do not match entirely, it leads to a description of the upgrade needed for the company to employ the person.

Slovenia: From Slovenian point of view, it is important that the training and teaching of migrants and refugees are available immediately at the arrival of refugees and migrants into the receiving society, so they are able to integrate into the society faster and efficiently. Migrants and refugees wish to become employed when they come to the receiving states as soon as possible, this is also the win-win situation for the receiving country, because if they are employed, migrants are taxpayers and do not need humanitarian aid or depend only on social support.

Modules and project learning are recommended for teaching adult migrants and refugees. The individualized approach is recommended. At the same time, it is important that the access to adult education is available to migrants and refugees on equal footing. We need more trainings that would enable the employees of local authorities to become aware that migrants and refugees are social, cultural and economic capital, which needs to be fully integrated into societies not only for humanitarian reasons, but also for the prospects of local authorities as well.

Netherlands: In Netherlands there are national councils where all the VET-schools with departments for non-vocational education are represented and they are in contact with the ministries to influence decision and policy making. In recent years VET-schools and other institutes have tried to influence municipalities in taking up their responsibilities in order to prevent completely demotivated refugees after 3 years. Due

to the recent political developments our views are met with mostly positive responding politicians who however state that this is not the right time to invest more in integration courses.

In recent months we see the effects of our pushing and pulling municipalities in taking up a responsibility within this system, they are ready to organize project meetings where VET-schools and municipalities are involved together in order to create some kind of back up guiding system where integration courses can be linked to dual activities. This has resulted in some internships and work experience projects for refugees in certain regions, mostly aimed at lower educated refugees, but also advising mostly young (under 30) refugee status holders to follow their integration courses in combination with preparing for further education in order to be better prepared to continue their studies and follow combined programs.

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Italy: In Italy there are different approaches in use at the moment. Employment services, with the support of a cultural mediator to help the migrant job seeker with linguistic and cultural difficulties to familiarize with services offered by the Employment Centers and facilitate their access to the labor market. It is possible to ask for the equivalence of a foreign diploma under certain conditions:

- the diploma is issued by an education institution belonging to the official education system;
- it must be an "official" title of the reference education system;
- it must have a final title of 1st, or 2nd or 3rd cycle (bachelor level or master-level, or more advanced);
- and finally there must be an Italian diploma to compare with.

Taking into account the difficult process of formal education recognition for migrants, we usually use guidance methodology adaptation, which contributes to draw a picture of the migrant main characteristics and provides information on training and professional development. As far as guidance and assessment techniques are concerned, the prevalent approach is to help the individual to deal with social- economic situation, assess training opportunities, understand local traditions in culture and work matters and identify a professional direction to effectively face the labour market.

The guidance counsellors/ intercultural mediators help people providing two kinds of assistance: guidance information (on paper or multimedia basis) and guidance training consisting in short lessons to homogeneous groups of people concerning "Job seeking techniques and strategies", "Local Labour market", "Capacity and Motivation analysis" etc. The main tools are: welcome and first information; the informative group presentations; the job active research courses (job clubs); interview for skill assessment with a competence portfolio drawing.

This methodology is used to better understand migrants work experience and identify the competencies and the knowledge gained in a formal or informal way. At the end a Competence Portfolio is drawn up describing achieved results (competencies and potentials developed along the personal and professional experience; professional and/or learning development objectives; individual profile highlighting strengths and weaknesses and competencies to be developed).

Sweden: Based on the Swedish national employment boards report the following challenges to assessment of formal and informal learning were identified:

- Difficulties in identification of the immigrant's skills due to different practices between different countries. Difficulties to access the validating efforts and the required additional training due to lingual shortages in Swedish. That demands efforts from the Swedish authority to provide information about validating efforts in the immigrant's mother tongue.
- Attitudes and beliefs. This is partly due to stereotypes of immigrants and missing trust from the employer's part and negative attitude and passivity from the immigrant's part.

Validation effort is spread between many authorities in Sweden. There is a need to coordinate these efforts and to make the assessment process compatible with other efforts in Europe

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Finland: In Finland we need a common social integration plan, which includes the different paths for education and instruction for individualization. In the beginning of Reshape-project, there was a need for a **model** how to organize the education and training for migrants according to the principles of life long learning. The model should include the contents of preparatory training and help the implementation of education and training. Open minded discussion between the government, local authorities, vocational institutions and local companies and businesses is key to improve co-operation. We should have common and ongoing forums where local authorities, vocational institutions, entrepreneurs and also immigrants could participate.

Local authorities hope that vocational institutions could start or modify their studies to be more agile. For example, in the Uusimaa region there is a big warehouse under construction and it will employ over 300 warehouse workers. We should make sure that we not only offer multiple study paths to the immigrants, but that the education we offer also matches the needs of the work field and local companies and businesses. On-the-job learning is essential part of vocational education and training. The co-operation of vocational institutions and businesses create a good field for students to apply their skills in a real work environment.

3. COMPETENCES AND CONTINUOUS TRAINING OF ADULT EDUCATORS AND COINSELLORS

Description of the theme

The main theme of the seminar in Slovenia focused on competences and continuous training that adult educators (teachers, organisers of adult education, other staff) and counsellors, working with migrants and refugees, need. The important aim of the seminar was to define competences that teachers and adult educators need for teaching various groups of adults.

It is important for the teachers and other adult educators to learn intercultural competences, and it is of equal importance that they pass this knowledge to the learners, because they also need to be equipped with skills, which could enable learners to manage their interpersonal relations in a more efficient way. Therefore, in the seminar, we tried to answer the question, which are intercultural competences that teachers and adult educators developed or need to develop.

A very important aim of the workshop in Slovenia was to exchange experiences, problems, challenges and to identify good practices related to the approaches of competence development (knowledge, skills) of adult educators and counsellors who work with migrants and refugees.

The role of the project partners' in education and training of refugees and migrants

All project partners play important roles in training and education of refugees and migrants.

Tietgen (Denmark) is very active in helping refugees and migrants to integrate as soon as possible in the working environment. Tietgen has an agreement with several municipalities where within the course "Introduction to the Danish labour market" prepares the refugees for the Danish labour market and ensure them an internship.

Keuda (Finland) is a vocational education provider, who has to find its role concerning the integration of immigrants. As the number of refugees and migrants is increasing, more of them also enter training programs in Keuda. Also, the competences of the staff working with migrants and refugees have come as a substantive issue.

Alfa-college (Netherland) is a Regional Education Center for Vocational Education and Training. It offers Adult Education Non vocational, Immigration Courses/Dutch as a second language and Second chance secondary Education. Alfa-college has integrated programs where VET education is combined with Dutch as a second language and a special Preparation Year for University for higher educated migrants and refugees.

At the Finnish Folk High School (Sweden) over 90% of students/participants are refugees and immigrants. They have different kind of courses: 1. General folk high school courses on elementary and upper secondary school level (university preparatory course) 2. Higher vocational education. 3. Vocational folk high school course. 4. Swedish for immigrants. 5. Establishment course for new comes. 6. Swedish from day one for asylum seekers. 7. Montessori nursery for students children.

Ifoa (Italy) is a training institute, owned by the system of the Chambers of Commerce, mainly dealing with vocational training, post diploma courses, continuous training as well as employment services addressed to people willing to enter the labour market. Asylum seekers do not represent the core target of Ifoa's activity, however, because of the national dimension and international experience, more and more frequently Ifoa is contacted by associations and cooperatives in charge of the "first welcome" of asylum seekers. Finally, migrants and second generations are indeed among our customers on regular basis.

The Slovenian Institute for Adult Education – SIAE (Slovenia), being the main national development institution for adult education in Slovenia, plays an important role in developing training programmes for refugees and migrants and for adult educators who work with migrants and refugees. SIAE also developed a very strong national network of guidance centres that also works also with refugees and migrants.

The requirements and training programmes for adult educators who works with refugees and migrants

In Denmark there is no supervision by the Agency with institutions for those adult educators that teach and advise adult immigrants and refugees. The staff who works with the course "Introduction to the Danish labour market" at Tietgen all have a relevant education, but they are not necessarily trained as teachers. They have knowledge of the labour market; they have many contacts in the community, and can guide the individual refugee / immigrant to further possibilities in the Danish labour market and in the Danish educational system. Staff members who directly teach Danish as a second language are by the "Executive Order on training to teach Danish as a second language for adults. No. 287 of 14 May 1998" required to have completed or commenced training to teach Danish as a second Language. Another possibility is that an employee working with language stimulation in a process as Tietgen's. Such employees must have graduated in the module: "Danish as a second language" of the educational diploma education. Danish as a second language for refugees and immigrants can also be taught as "Preparatory Adult Education". When teaching at this level they also has to absorb different modules of training.

The profession of a teacher is regulated in Finland, and the qualifications required from teachers are defined in legislation. The pedagogical training is not a requirement to work in adult education field, but adult educators usually have pedagogical studies done. When it comes to specific obligations for teachers and other adult education staff working with migrants and refugees, there are no obligations set by the state administration or in the legislation. If there are some criteria appointed, they have been set by the educations provider itself.

Finish National agency for Education is offering continuous training as well as many Universities and Universities of Applied Science. Also Vocational colleges offer continuous training. Additionally, the Employment and Economic Development Office has its role in offering important and actual guidance for the staff working with immigrants. In Keuda they have offered internal training programmes for their staff during recent years. The need for training has grown as several Keuda's units have immigrant's students, and the number of them is getting higher in the very near future. An example of internal training possibilities in Keuda is a co-operation programme with the University of Applied Sciences of Häme during spring 2017. In Keuda they have also appointed a workgroup in order to develop the education and training for migrants and refugees. Teachers may also enter a Plain Factory – workshop, where they can improve their skills in using the plain language.

In the Netherland teachers have to be qualified teachers according to some national regulations. In the Netherlands only certified institutes can offer integration courses and these institutes are audited on a yearly basis. Specific training programs are offered for teachers Dutch as a second language (NT2). The Alfa Colege also offers our own guidance program for teachers who are guided by more experienced teachers when they start. Otherwise for the specific program of Orientation on the Dutch Labor Market (ONA) teachers can follow a special training organized by one of the national institutes. There are special qualifications needed with knowledge of the labour market. Applied universities offer these programs or specific language institutes. At the moment in Netherlands they are facing difficulties with the number of places that are available nationwide. As Alfa-college they have managed to organize a in company education together with another school to offer the program for teacher Dutch as a second language.

In Sweden qualification requirements for those who teach Swedish to immigrants are too low, according to several experts. The new qualification, introduced in 2013, only requires a one-term course in Swedish as a second language. Some municipalities, demand that SFI teachers have 60 university points, the equivalent of two terms of study, in Swedish as a second language. There are different courses at the university level. There are institutions that provide appropriate intercultural competence developing lectures. For example, Municipal institutions, civil societies, country experts.

In Italy there is a difference between public and private education and training system for what concerns their professional background. In Italy there is now a specific professional category, “A023 Italian language for students of foreign mother tongue”, to entitle teachers to teach Italian to foreign students in the public school system. Certifications attesting competencies of teaching Italian to foreign students are quite spread now and the most important are three released by the Universities of Perugia, Siena and Venice. There is no further obligation to teachers when teaching other subjects to migrants and refugees although with the so called “Good school decree” the upgrading of in-service teachers skills is now compulsory. In the private training system there is no specific requirement as regards to teaching Italian to migrants nevertheless associations do apply common sense rules such as: University diplomas consistent with teaching requirements, specialisations courses from one of the three mentioned Universities as well as

knowledge of at least a foreign language. The same three Universities (Siena, Perugia, and Venice) offer continuous training to teachers and additional offer is organised by provincial public administrations, teachers' associations, dedicated training centres and network of associations.

In Slovenia, there are three certified programmes for teaching adult refugees and migrants: 1. Slovene as Second/Foreign Language developed by the Centre for Slovene as Second/Foreign Language, 2. the Early Integration of Migrants (EIM) developed by SIAE and 3. the programme Literacy (Literacy in Slovene for Adult Speakers of Second Languages with the appendix for youth asylum seekers), which was also developed by SIAE. The legislation on adult education in Slovenia does not demand from adult educators that they have specific competences for teaching migrants and refugees. However, if they want to teach in certified programs for this target group, they have to enroll in training programmes to develop further their competences for working with migrants and refugees.

Organisations that develop and carry out continuous training programmes for adult educators that work with migrants and refugees are The Centre for Slovene as a Second/Foreign Language, Slovenian Institute for adult education, many of 34 folk high schools in different Slovenian regions and NGOs. NGOs also implement educational programmes for asylum seekers and refugees in Asylum Home in Ljubljana and some other premises, where asylum seekers and refugees live.

Foreseen solutions from the perspective of partner countries and organizations

Teachers and counsellors working with migrants and refugees need special skills. Teacher is like a coach, who is coaching and guiding the students, the employers and the staff at the workplaces. Teacher is a kind of cultural translator.

It is important for adult educators to be aware of the intercultural environment in which they work. They have to reflect upon his/her own values, multiculturalism etc. It is also important to reflect upon stereotypes and prejudices that can affect our work as adult educators. Taking this into consideration, we have to be very careful when planning training programs for adult educators, to insert the methods that will help them to address the question of values, the identity of adult educator, his/her personal educational theories. We can identify approaches and methods as following, to reach this complex's goals:

- action learning (teachers reflect upon their own practice and experience)
- learn and practice how to use story telling as a method when teaching refugees and migrants,
- exchange of approaches and good practices among teachers and counsellors,
- multiprofessional teams and networking in education and training provision is an answer for the lack of knowledge and experience; in teams and networks we can share our expertise
- it's important to emphasize the role if the immigrant student herself/himself is planning her/his studies and future

RESHAPE the future

Education and training for migrants and refugees



Teachers and counsellors should pay attention to and be aware of the different cultures and backgrounds of students. Their experience of school and studies can be different than ours and awareness of other hierarchy between students and teachers need to be recognized. Students with migrant and refugee backgrounds can suffer of traumas, which can have effects on the social behaviour. Therefore the further education of existing teachers in intercultural competences and psychosocial conflict management is needed.

Teachers' need a linguistical awareness, because every lesson can be seen also as a language lesson. It is important to understand every lesson in the context of language learning. Additionally, students need more information and communication/explanation about our integration system and educational system.

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An internal plan for continuous training is needed. It helps to concentrate on perspectives found important. The plan should be based on the alignments of organization. The continuous training program should include courses and training in order to increase teacher's awareness in ethical and human right issues and their teaching competences to deal with values, conflicts and other challenges that arise in multicultural classrooms – intercultural competences. Teacher is a human and a professional at the same time.

4. GUIDANCE AND COUNSELLING

Description of the theme

The incoming large numbers of migrants and refugees challenge municipalities, educators and social workers with the need for significantly faster and more practical education and training programs. Guidance and counselling plays the key role for success in the whole process. The main focus on the theme studied in the Netherlands regarded the process of guidance and counselling in the migrant's and refugee's path, and on the practices, challenges and solutions identified in partner organizations.

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Practices and challenges identified in partner countries and partner organizations concerning the recognition of prior learning of migrants and refugees

When identifying the practices and challenges in partner countries, the language issues rose up as the most significant matter. The local language skills seemed to be the most important skills needed in finding a job or managing the studies successfully.

The language barrier is a challenge in Denmark. Both when it involves an interpreter that this implies that the information goes through a 3rd person, but also in the daily teaching. Often the language barrier prevents refugees/immigrants to be full members of Danish society.

In Denmark it is possible to receive free and anonymous counselling. Educational institutions also provide guidance. Mentors, e.g. people with the same educational background as the refugees / immigrants are in important role in giving guidance, they are like moderators between the society / the culture and the migrants. The relationship between employees and employer is often completely different than in e.g. Syria. Also, the educational practice in Denmark varies a lot from e.g. Syria. The motto for education in a Danish context is "responsibility for your own learning". Students are responsible for achieving their own goals. All this need to be explained in a way that is understandable to the migrants.

In Finland the main and most obvious challenge in counselling migrant students is language problems. Evaluating e.g. vocational skills or possible learning problems is difficult, if student's skills in Finnish language are not sufficient. In Keuda we organize language courses integrated in the vocational education and training. Counsellor needs good skills in intercultural communication and basic knowledge of different cultures in order to build a confidential relationship with student. Creating a confidential atmosphere and dialogue is sometimes difficult if counsellor doesn't have all the information she/he needs because of Obligation of Secrecy between authorities. Although many challenges (e.g. gender equality, perception of the roles of counsellor/teacher/student) may derive from different cultural backgrounds, though not all problems in communication are based on different cultural backgrounds.

In Italy, guidance is provided through a wide number of different structures, which include education, training, employment, unemployment, the private and public areas. Among the main actors to promote employability there are the Public Employment Services and the private agencies (accredited to deliver this kind of services).

Ifoa is accredited with the Ministry of Labour and Social Policies to provide intermediation services to match labour offer and demand. Guidance and counselling are provided among these services. Migrants and refugees do not have, in general, thorough information about the services made available and, because they indeed urgently need a job, they put most of their efforts in searching whatever job may be available. Those who are registered as unemployed with the Employment Centres are entitled to 4 hours of individual guidance followed, if they wish so, by 3 hours group activities. One of the most difficult aspect is to make people understand, that these activities are indeed valuable to search a job in the most effective way.

Among the difficulties faced, in particular by asylum seekers, is the lack of supporting documents attesting their previous educational attainments and professional background and experience. Supporting them in writing the CVs is not an easy exercise: it is difficult for migrants to describe in Italian their previous experience - informal working experience and previous education is not supported by diplomas. The difficulty with the language make the situation more complicated, however, they can be helped by a cultural mediator who can speak their native language.

In the Netherlands all refugees and migrants have to deal with the strict regulations and frameworks concerning integration courses and studying. They have to meet the language requirements. They face differences in educational background and systems and have to reinvent their own future. In a lot of situations study results or diplomas do not have the same level as in the Netherlands. Parts of the study program or curricula that is required in the Netherlands are not offered in their home country. They lack certain skills or level of knowledge required in the Netherlands. They are not used to a different teaching system, e.g. compared to their home countries in the Netherlands there are more self initiative and project working required. Usually, the migrants are used to a more hierarchic structures. They get entangled in intercultural misunderstandings or expectations. They are not used to live by themselves and have to learn again how to organize and structure their personal life. They are dealing with social, emotional and traumatic problems. They have to redefine themselves and also their ideas of personal networks are different from the Netherlands'. They have no focus on the future, because of all the daily problems.

In some areas we see good practices where schools, municipalities and companies try to cooperate as best as possible to integrate their activities and create special integrated programs and procedures for refugees and migrants through working with individual plans, coordinated assessments and testing, integrated programs towards study or work. But in a lot of areas many activities are not organized in a structural way or even collide with each other. We involve and influence municipalities, companies and other organizations by being member of all kinds of networks and frequent talks with municipalities and ministries.

In order to gain a better insight into the current challenges faced by ISIO counsellors, SIAE (Slovenia) prepared a questionnaire in which we asked for their opinion. It was completed by all 17 ISIO centers in August 2017. The counsellors pointed out that they are primarily faced with the following challenges:

- how to overcome language barriers in the guidance process, when the client has not yet mastered (or has poorly mastered) the Slovenian language,
- a lack of funding for education,
- a lack of providers of programs for the integration of migrants and refugees in some regions, converting/placing the education obtained by an immigrant or refugee in his own country into the Slovenian system,
- lack of evidence of prior education and work experiences,
- lack of motivation for education and learning, which is also linked to the different learning experiences of migrants and refugees, cultural differences, knowledge of values, habits, customs, relations between the sexes and other characteristics of migrants and refugees that came in to Slovenia recent years from very different countries, and this diversity is also a big challenge for the counsellors.

The main challenges identified in Finnish Folk High School (Sweden) are time shortages, value conflicts, trauma and lack of resources like interpreters. Our migrant students stay a long time as refugees before getting a permit to stay. The long waiting period put a big burden on these students and affect their motivation for studies. Their life situation even after getting the permit to stay is also troublesome, because there is a house shortage in our city many of them live thigh with their relatives and friends and don't have suitable environment for studies. They suffer from low self-confidence and traumatic experience. They lack of knowledge about the Swedish school system. Even the coordination between different authorities responsible for them is very poor. When it comes to study and career guidance there are other challenges besides what was mentioned before because like we were saying they were raised in an authoritative system where they have learned that other should choose for them. That means that they are confused by the many alternatives offered by the system in Sweden. They come from collective thinking societies where the opinion of parents, neighbours and friends matter. That makes their choices even more difficult. In addition they often receive wrong information and advice from their social networks. Many have studied many years at their home country but lack certificates for these.

Foreseen solutions from the perspective of partner countries and organizations

Netherlands: Schools who offer integration courses such as Alfa-college try to involve the municipalities more into taking up their responsibility now instead of waiting for the refugee or migrant to finish his integration course but start up activation programs as soon as possible that interlink with the integration courses.

We are lucky to have reached agreements with more municipalities to organize a structural way of guidance and counselling in society, towards studying and towards the labour market. We managed to start this kind of cooperation by focusing on individual plans, dual activities as soon as possible and assessing the refugee and migrant at different steps of his road towards the labour market. The municipalities and social services take up the co-role as coach for the refugee and work closely together with counsellors from schools and companies. Also, migrants and refugees who have gone through certain steps already or have a successful career within studying or the labour market already can function as role models.

On a nation-wide basis schools and councils for VET try to influence the ministry by making it possible to give extra funding for programs for refugees and migrants and to give us more freedom within the frameworks to organize integrated programs, extra support and extra time for these students. We want experimental time to develop a working educational model without being restricted by the boundaries of frameworks and funding.

For our staff member it also means they have to be trained more in intercultural communication and informed about different educational and cultural backgrounds from these foreign students.

We need more training to be able to give specific specialist guidance and counselling for our refugee and migrant students. Staff members should learn and be more aware of intercultural communication, traumas, different educational background, different culture and expectations. And also know more about different learning systems and strategies, hierarchy and try to be aware more of personal perspectives and wishes from our students towards studying and the labour market. We need:

- Different approaches and educational programs within our system for students coming from this target group
- Additional funding and additional time to make this possible
- Integrated programs where language and difference in knowledge from home countries are not seen as limitations but as tailor made challenges
- Additional funding for intercultural competences and courses

Denmark: Education and training should be offered to all migrants and refugees. It is necessary to take care of the assessment of previous exam papers from the home country as soon as possible. Danish as a second language should be offered as soon as possible after arriving in Denmark. We need to make sure the possibility to High school entry courses for refugees. It could be possible on the basis of a secondary education from the home country and knowledge of Danish at a certain level. Labour market education could be offered for bilingual people. There are Integration Basic Education (IGU) possibility of work and qualification for refugees and family reunification for refugees whose qualifications and productivity are not yet in line with the requirements of the Danish labour market. At the same time we must underline the responsibility for migrants'/refugees' own life. Refugees coming to Denmark are not necessarily accustomed to actively participate.

Finland: In Keuda and in Finland locally and regionally we need more integration training programs for migrants and refugees, which include vocational education and training: integrating common vocational units (mathematics, languages, etc.) with vocational education and training. We could organize navigation periods for new students before they choose the vocational field they wish to specialize in. In our organization we need common goals within the organization regarding the support of immigrant and refugee students and more programs, which allow immigrant and refugee students to learn Finnish as part of their vocational degree, as opposed to programs, which require them to already have a firm grasp on the language. Life-long guidance and career counselling is the key elements in successful implementation of the ideas.

The daily and practical collaboration in different levels need to be organized. First the collaboration between vocational educators and Finnish language teachers in the classroom. Secondly, collaboration between the educators and different authorities (social workers, etc.) and thirdly, we need to extend the collaboration between the schools and Ohjaamot (municipal organisation, which support individuals if they have questions about studying, working life, accommodation, etc.)

Italy: There is a need to assess asylum seekers' prior learning and ensure recognition of their competences: in this way, with further training, it possible to build on existing strengths of individuals.

It is important to support networking among all actors dealing for different reasons with migrants and asylum seekers in order to avoid redundancy of offered activities and ensure, on the other side that most needed services are provided by specialised actors. Information, guidance, employment services and training are among these. Information campaign addressed to asylum seekers could be useful to inform on the value of these services as a tool to help in the job placement.

Slovenia: Several measures and programmes that are going to help integration of migrants and refugees in society through education and work have been and are still being prepared in Slovenia this year.

- the Decree on the manner and conditions for ensuring the rights of persons with international protection, for the integration of refugees without documents on education in the Slovenian educational system is being prepared in 2017;
- 15 new multigenerational centres will be active in the years 2017-2021, that will, among other activities, provide workshops on establishing and developing intercultural dialogue and learning the coexistence between migrants and the domestic population;
- from 2017 the Slovene Philanthropy has a new programme called Orientation programme for persons relocated to the Republic of Slovenia based on the annual quota;
- workshops for children and adults on various topics (such as culture and history of the host country, the habits, language, communication and manual skills) are being held at the Asylum centres.

Different initiatives are implemented by the Ministry of labour and social affairs and by the Employment offices (New Slovenian language course, lasting 300 hours, orientation programs – information about Slovenian labour market specifics etc., learning of migrants and refugees at the work place – subventions for employers etc.)

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Sweden: There is a need for more individualized guidance system and tailor-made solutions to address different individual skills for example illiterate high skilled migrants. Because of their life situation and a more holistic approach focusing not only their study potential, but also other factors like housing, health, family situation. Coordination between the different authorities responsible for immigrants and refugees should be better to achieve better results. Students need a better understanding of the role study guidance and counsellors play in the student's life.

5. ENTREPRENEURIAL TRAINING

Description of the theme

Migrants and refugees are often willing to start businesses. At the same time they face many legal, cultural and linguistic obstacles. The main focus on theme in Italy was on the entrepreneurship education and training for migrants and refugees and their role in the economy of the partners countries as entrepreneurs. The questions handled in the workshop were the training and counselling services on entrepreneurship development for migrants and refugees, the challenges migrants and refugees usually face in establishing a business in the new countries and the measures to support entrepreneurship and self-employment for this target group. The partners identified and shared good practices related to the development and promotion of entrepreneurship as a good option for the integration into the labour market in particular for migrants and refugees.

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The state of arts in partner countries

Finland: The purpose of the Entrepreneurship policies of the Ministry of Education and Culture is to direct, develop and steer the measures for promoting entrepreneurship and entrepreneurship education at different levels of education. The policies are part of the Ministry's steering through information.

The Entrepreneurship policies support, in a concrete manner, the management and staff of educational institutions and other stakeholders of entrepreneurship education in evaluating and developing their activities. In addition, they provide tips and support for planning the practical work. The Entrepreneurship Education Guidelines have a broad target group, which includes stakeholders in the education and training sector at all levels of education, education providers and developers, local, regional and national policy-makers in the education and training sector as well as entrepreneurs and organizations that support entrepreneurship.

Entrepreneurship and an entrepreneurial mind-set are something that can be learned. The entrepreneurial mind-set consists of creativity, innovation ability, capabilities for risk management and taking responsibility as well as an ability to plan, set goals and manage activities in order to achieve the goals. The significance of entrepreneurial skills is high-lighted by the transformation of the labour market. Entrepreneurial education and introducing an entrepreneurial mind-set starts as early as in pre-school and goes through the whole education path. Grants for the entrepreneurial education projects have been a great support creating material and ideas for schools and institutions.

With the help of national funds, entrepreneurial projects and organizations there are lot of materials, new methods and ideas available for pre- and primary school teachers. E.g. www.edu.fi –site is the official education web-page (Board of Education maintains) includes lots of links to materials and even schemes for

the lessons in different levels of education.

- In primary and secondary school entrepreneurship is included in all the subjects taught. It is one of the go-through skills of education.
- Teachers are encouraged to introduce entrepreneurial skills across the boundaries of their respective subjects.
- In vocational schools entrepreneurship is a natural part in all the subjects taught.

Denmark: In the summer of 2002 the Danish government highlighted innovation and entrepreneurship. In Denmark it is important that all citizens from an early age learn to be creative and curious. It's part of being innovative to learn, that mistakes are not always wrong, because it teaches children that it's right to learn from mistakes. Therefore, Denmark has a significant focus on innovation already in kindergartens. The ability to work, play and think creatively is increasingly seen as the core competence to ensure development and growth in the coming decades.

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Innovation and entrepreneurship is cross-disciplinary in all the subjects of the Danish educational system. Primary and lower secondary schools will focus on developing fundamental personal competences in pupils, such as the desire and ability to investigate, experiment and invent, and producing things in groups. They will also focus on bringing schools into contact with the business community, including innovative environments in large and small businesses. The focus of the upper secondary school programmes will be to provide students with methodological competences in innovative and interdisciplinary processes.

The vocational programmes for young people are often targeted at professions and crafts with entrepreneurial traditions. There is a genuine interaction between the programmes and the business community, and the students are in close contact with the business community throughout their courses. Short- and medium-cycle higher education programmes are business- and vocation-oriented, and the implementation in this area will focus on strengthening the interaction with the business community and developing the students' innovative and entrepreneurial skills. The students are to work on practical problems in real companies and thereby gain greater insight into innovation and business management. Efforts to strengthen the spirit of innovation and entrepreneurship in university education should focus on making commercial use of academic knowledge. Apart from basic entrepreneurial skills, this requires concrete knowledge of patenting and licensing laws, innovation management, organizational transformation, and more.

In Denmark we have no special option for employment and career development in the field of innovation/entrepreneurship for migrants and refugees particularly. We have a lot of options where they of course can participate in the same programme as native Danes.

Netherlands: In the Netherlands entrepreneurship is not included in all national education and training programmes. Mainly in specialisation in economic subjects entrepreneurship is an important part. If we look at entrepreneurship in a wider perspective, such as being active and creating networks, activation is part of

the education. In general entrepreneurs have never followed a specific education in how to become an entrepreneur. Entrepreneurship becomes a topic in Vocational education and post- secondary and partly in pilots in secondary education. In project based learning at secondary school specific in lessons of science and physics, such as developing or creating a product.

There are some (financial) support programs organized by the municipalities/social services by organizing courses in how to become an entrepreneur, making a company plan and how to create and use a network. They also provide financial support for starting a company. This entails the possibility to use the financial support to start a company while still receiving social benefits for 6 months. There are some private or public funding organizations who offer (financial) support in encouraging entrepreneurship. Furthermore, some large banks and mostly municipalities or provincial or national government give funding possibilities.

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Slovenia: In primary and lower secondary education we have started with development of entrepreneurship in last few years through some projects. In vocational such are:

- a subject Entrepreneurship was implemented into secondary and upper secondary vocational education;
- implementation of entrepreneurship into professional modules, practical modules, project weeks;
- training company (učno podjetje);
- learning of entrepreneurship through extracurricular activities, - open curricula (20% of the national curriculum is open and is decided by the school itself) which gives opportunities for learning different shapes of entrepreneurship e.g.

Entrepreneurship is not meant as ability of individual to fund his own company but to use different spectre of abilities such as creativity, innovation, self- confidence, flexibility, risk taking, responsibility etc. in a process of realization of his ideas.

Goals of teaching entrepreneurship, derived from its definition, are:

- promotion of development of personal characteristics, important for entrepreneurship as general human ability in terms of increased individual efficiency;
- developing awareness about self-employment opportunities as ability for continuing business carrier;
- to understand the meaning of entrepreneurship and to meet business through practice within companies;
- training for company funding.

The entrepreneurship development is promoted through different national strategic documents. One of them is the “Strategy of Smart Specialization of Republic of Slovenia”. It includes: appropriate infrastructure and support mechanisms, financial support, educational programmes, mentoring, counselling, promotion of programmes.

Sweden: In Sweden there is a system for support of a new entrepreneurship. The state owned ALMI företag partners gives guidance and eventual loans to entrepreneurs for migrants and refugees. This is done by IFS which is a daughter organization of ALMI.

Regarding education, Sweden has adapted national strategy which is managed by the National Education Agency. The strategy aims at developing an entrepreneurial mind-set in all stages. In upper and secondary school some programs teach Entrepreneurship as a separate subject. Some municipality, owned (KOMVUX) have the same program and VET. At universities there are special business management courses at all levels. Some big companies give internships to new migrants.

Unemployed persons are eligible to receive a start-up aid from the labour office once their business plan become verified by the office. The aid goes on six months.

Italy: Italy has not yet developed a specific national strategy on entrepreneurship education which, however, is incorporated as cross-curricular or integrated into primary and lower secondary curricula.

In 2017, for the first time in Italy the Ministry of Education and Research in the framework of the National Operational Programme “PON SCUOLA 2017” launched a call for schools (at secondary school level), introducing actions for the development of cross-cutting skills, with particular attention to those aimed at the development of a business culture. Funds allocated for the implementation of training actions focused on entrepreneurship account for 50 million EURO.

The program will be implemented at upper secondary schools starting from 2018: training will be delivered in addition to regular lessons and students can attend on a voluntary basis. This program “Enhancing Entrepreneurship Education” is organised in four modules of 30 hours each.

The main goals of the programme are:

- To provide students with training on entrepreneurship and self-employment to improve their skills for their future life.
- Implementing entrepreneurship education means offering students the tools to develop a proactive approach and skills to translate them into individual and collective growth paths.
- Developing the autonomy and the spirit of initiative of students is a fundamental dimension in their growth path and their future perspective.

In the framework of the Youth Guarantee Programme tackling NEET population, we can mention the “Growing entrepreneurs project” aiming at encouraging young people to approach entrepreneurship as an option for employment and career development. The initiative to support youth self-employment and entrepreneurship through training and counselling activities is promoted by the Ministry of Labour and Social Policies and implemented through the national network of the Italian Chambers of Commerce “Unioncamere”.

These opportunities are available on equal terms to migrant students or young adults with migrant or refugee background.

Good practises, challenges and foreseen solutions from partner countries' and organizations' perspective

Finland: Migrants are integrated in to the educational groups with native students as soon as they learn enough language. In Finland language is not a barrier to establish the business, we have a lot of materials to support entrepreneurship in English. Entrepreneurial courses are organized together with Employment – services and are available for all the applicants. Keuda is one of the education providers attending in the JA Company Program: the students establish an actual company during their studies using real money, program is available to all students – also for migrants, in upper secondary schools. Good practices can be found in the way the organization called Startup Refugees is acting (<https://startuprefugees.com/>). It is a life-changing social innovation founded in Finland in late spring 2016. Additionally, Finnish Enterprise Agencies has provided an info guide in various languages (Guide to becoming Entrepreneur in Finland) in order to help people with immigrant background to build their own business.

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The challenges concerning the entrepreneurship are quite clear: The main question is often lack of Finnish language skills, lack of specific business knowledge and education, lack of financial resources, poor knowledge about Finnish legislation and business culture.

The solutions can be found in national level and in the organization level. Ministry of Education has launched the Entrepreneurship Education Guidelines in March 2017 to target, develop and direct measures for promoting entrepreneurship and entrepreneurship education at different levels of education. In Keuda we have to make sure that we follow the guidelines in each level. In Keuda there are needs to concentrate to update teachers' skills towards entrepreneurship and education for migrants, to enlarge the cooperation with the working life and to develop learning environments and materials. It is important to understand that entrepreneurial skills mean more than just building a business, it is a mind-set for each individual

Denmark: Right now the political focus is that refugees and migrants must be able to, as fast as possible, provide for themselves after arrival in a municipality. Within 4 weeks they must be in an internship in a company. The teaching at Tietgen is therefore organized so that the students are in internships within 4 weeks and there is no focus on entrepreneurship. In addition, we can refer the refugees and migrants to the Star Ship. Inhabitants in Odense (with a residence permit) can seek one to one advice for free regarding entrepreneurship.

Unfortunately it is no longer a part of the curriculum in our course: "Intro to the Danish labour market" at Tietgen. Previously it was. Rules and regulations taking into consideration the municipalities decide what the curriculum in a course for refugees and migrants can be.

The challenge is that we have no entrepreneurship education particular for migrants and refugees. They can, according to rules and regulations, participate in Tietgen's courses (VET for adults), and the young students can participate in Tietgen's classes in the upper secondary school programme HHX and EUX/EUD.

The Danish government's new business and entrepreneurship agreement (November 2017) will give present ethnic and newcomer citizens with strong entrepreneurship and desire and willingness to become self-employed, easier and more attractive conditions for establishing and running enterprises.

At Tietgen we are part of a large project, which aims to get 10.000 refugees and migrants in ordinary employment/entrepreneurship within the next three years. In this project Tietgen is part of tailoring the curriculum according to the needs we experiences working with refugees and migrants participating in the project along with the employers. It gives the opportunity to make entrepreneurial training part of the curriculum of "Intro to the Danish labour market". The private sector are most likely to be involved, as the money the municipalities receive from the government is reduced by 50 %.

Netherlands: Migrants and refugees who are still following integration courses and follow reintegration programs can participate in entrepreneurship courses organized by the municipalities.

We do not have a specific training programme but our school participates in the regional entrepreneurship academy where schools and companies cooperate in connecting future entrepreneurs with existing companies. Recently municipalities, university of applied sciences and VET-schools started specific support programs for refugees and migrants who want to settle as an entrepreneur.

Both migrant and refugee groups can open a business but have to meet certain requirements and conditions from the government and municipalities such as language skills, an accepted proposal to start a business which is likely to succeed and the necessary financial support. The proposal also contains market research about the possible success of such a plan/company and they need financial guidance from a bank/companies. Because of the lack of language, no knowledge about Dutch requirements and rules in opening a business and not having the proper network migrants and refugees encounter more problems. The strength is their perseverance in really wanting to start a company and taking initiative.

Municipalities do offer specific support for migrant or refugee entrepreneurs if their plan is accepted with the possibility to succeed and their own drive/perseverance in wanting to start their own business.

In the Netherlands we do not have the possibilities in regular educational programs to offer specific part time programs for refugees or migrants, they can only follow a complete economic studies in VET or university.

There are as mentioned before support programs organized by the municipalities. In some regions municipalities and welfare organizations have started preparation and support programs for those refugees and migrants who are thinking of starting their own business. For example in Groningen the welfare organization Humanitas started the project PIP, Project Inspiration Program, where participants learn the basics of what is necessary in the Netherlands to be able to become an entrepreneur and they try to connect

future entrepreneurs with funding possibilities and Dutch entrepreneurs who can function as a free consultant.

We think, that learning the right skills, not only language, but also what does running your own company entail in the Netherlands and what skills do you need for that, could enlarge the chances of a refugee/migrant. For example if they could follow some kind of internship in a company and receive practical guidance in learning the differences between the Dutch company style and in their own country. By supporting themselves their actual integration through participating actively in society by making their own money would be enlarged.

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Slovenia: In Slovenia there is a general supporting of start up's companies. Migrants and refugees formally have equal opportunities to open their own businesses. Support of non-governmental organizations to migrants, also with coaching, when they would like to open their own business.

Including the key competence "sense of initiative and entrepreneurship" in programmes for vulnerable groups, also for refugees groups.

- Developing tools, materials and promotional films for teacher, how to address these key competence with adults from vulnerable groups.
- Developing guidance and validation of prior learning to find out the abilities for entrepreneurship among migrants and refugees.
- Developed a *Model of regional/local partnership in developing programmes for vulnerable groups of adult*. Three training programmes, all of them are aimed to promote entrepreneurship. They were not developed especially for refugees and migrants, but they can also benefit from them.

The most challenging is to develop more positive culture regarding entrepreneurship implementation in education and in businesses. The language is a big challenge and also the legislation that doesn't allow migrants and refugees to start study language and work immediately when they arrive in a new country. From the monitoring of different pilot projects derives, that for the successful implementation of entrepreneurship into formal educational programmes, certain conditions has to be fulfilled. These are the challenges:

- There should be right organization and school culture: right climate and culture developed in a way of encouraging values, good relationships etc.
- Teachers should be creative, innovative; they have to enjoy testing new approaches and ideas and they have to be capable of team working. They should be motivated and self-confident and be capable of dealing with uncertainty. They should not be afraid of challenges and looking for new solutions.
- When developing entrepreneurship key importance, the methods of learning and teaching are important. The focus should be on problem learning, teamwork, project work and summarizing.
- Partners outside school are important for implementation of entrepreneurship competence into formal educational programmes in a right way: entrepreneurs, chambers, development agencies, local communities.

Sweden: To establish a company you need much more time than what is given by the state. This is especially true for the migrants because first they don't have enough venture capital to stay long until they make a profit. Regulations are also difficult to understand, that's why many migrant companies went bankrupt. There is also a shortage of innovative ideas. Many migrants will open restaurants, barbershops or grocery stores while there are already many established ones.

We have noticed a trend among the new asylum seekers especially from Syria to start-up and statistical studies confirm that trend. There are differences. There are new regulations that allow an asylum seeker to start up, however the business should be closed if the asylum application is rejected.

There are differences between native and migrants Entrepreneurs. They are a result of different motivations: migrants start up to become self-employed because they are unattractive in the labour market while the native ones start a business because it is an opportunity to realize their ideas. Migrants start family companies where all the members of the family work at the business.

Include the entrepreneurial mind-set as soon as the refugees arrive:

- Integrate Entrepreneurship in language training;
- More public funds to create networks, workshops at practical tools. It needs coordination role of regional authorities;
- Recognition of migrants and refugees competences;
- To let the migrant associations to play a role in civil society.

Italy: Multinational companies are contributing to training and integration of migrants and refugees as part of their social responsibility effort. "Growing entrepreneurs project": as part of the Youth Guarantee programme offers 60 hours training and 20 hours consultancy services for the development of the business plan. This opportunity is offered on equal terms to NEET up to 29 years both nationals and migrants. Self employment" is the measure financing the enterprise start-up of those NEETs who completed the entrepreneurship training. The fund makes available a 7 year loan (up to 50.000 EURO) to those business plans which received a positive feasibility scoring.

In IFOA we can define good practices and development activities going on. E.g. the "CISCO Networking Academy", which idea is to improve digital skills at all levels of education and strengthen the relationship between school and work; among the key competencies it includes entrepreneurship in the field of new digital technologies and computer sciences. We have developed a "Smart Kit" to provide migrants and refugees with a set of tools to support them increasing their labour market integration opportunities; the Smart Kit also includes a chapter dedicated to entrepreneurship as an option. Entrepreneurship counselling will be an integral part of the guidance and employment services offered by our organisation to unemployed. Develop Mentoring Schemes for Migrant Entrepreneurs: one-to-one meetings with an experienced entrepreneur who will share the expertise and provide guidance and support.

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We deem important to ensure regularity and stability to financing instruments dedicated to the introduction of entrepreneurship education at school. At the same time it is important to continue financing training, consultancy and possibly the start-up phase of new would be entrepreneurs. This is important in general terms and is even more significant for migrants and refugees having a good entrepreneurial spirit, in order to facilitate their integration and let them contribute to the wealth of their new country.

Enlarge the training offer on entrepreneurship and business start-up and promote it at regional level to better reach some of the target groups: young people, women, migrants and refugees.

6. QUALITY ASSURANCE RELATING TO EDUCATIONAL ACTIVITIES IN SOCIAL INTEGRATION

Description of the theme

The main theme discussed at the seminar in Sweden was quality assurance relating to educational activities in social integration. Education and training are the most powerful tools for integration. Employment and early integration into vocational training are core parts of the integration process. Quality issues are of great importance in striving to provide adult immigrants with educational services that will make it easy for them to be part of their new communities.

Defining the quality of education or what a “good education” is, is not an easy task. The aim of the workshop was to describe the different approaches to quality assurance in our respective countries in the different educational provisions targeting refugees and migrants including quality definition, the type of indicators used to measure the quality in educational programs, and the competence of the staff involved in quality measurement.

Another aim of the workshop was to exchange good practices in our partner organization and explore some challenging aspects in that respect. The participants reached this aim through discussion and comments during country presentations.

The workshop analyzed even foreseen solutions in our organizations and pointed out important aspects that can enhance our current method to measure some aspects that are difficult to measure. During the workshop, the participants visited our classroom to get a first-hand view of our programs targeting new migrants and refugees. They visited the labour office in responsible for the establishment program of new migrants in Gothenburg and listened to a presentation about their activities. They even visited our peer organization ABF Angered and followed a presentation on quality assurance in the Swedish for migrant’s program. Other organization visited during the workshop were Caritas an NGO who have worked with Migrants integration in a suburb of Gothenburg for the past 40 years and another social enterprise Vägen ut (the way out) where migrant, people with disabilities or social and mental problems work and run a lunch restaurant, catering and other related activities.

The state of arts in partner countries

Finland: According to the integration act In Finland, migrants are offered measures during the initial period after their arrival in the country and services that promote and support integration, including instruction in the Finnish or Swedish language , information about the Finnish society and culture and opportunities of finding employment and pursuing education,. Quality assurance in Finland comprises the quality management of education providers, the national steering of VET and external evaluation.

The activities of education providers are guided by objectives laid down in legislation as well as the national core curricula. In addition, education providers are encouraged to develop quality on a voluntary basis. National authorities support this by providing tools and support, such as quality awards in VET and quality recommendations. In VET, education providers were obligated to have systems for effective quality assurance and improvement from 2015.

For migrants Quality assurance is usually based on National core curriculum for integration training for adult migrants well as in agreement made with training provider. Monitoring, employment follow-up reports, student feedback (OPAL) and enquires for training providers are used as evaluation tools. Information in reports consist of language level - at start and end of training, employment rate during and after training, drop outs, further guidance etc. Quality assurance and evaluation in Keuda also provides data of migrant student's studies. Passed exams, employment rate, student feedback etc., The Finnish training system vocational trainers are usually subject experts and thus having a good set of skills. This supports their ability to operate in the field of migrant and refugee training. We also have specialized trainers for the language. These trainers are working closely together to produce the outcome needed.

Denmark: In Denmark Refugees and family reunions are offered an integration program according to the rules of the Integration Act. The main objective of the integration program is that the immigrant will be self-sufficient through employment as soon as possible, Whether a short, medium or long-term education program offers is determined based on a concrete individual assessment of what can bring this specific person to the labour market as soon as possible. The National Agency for Education and Quality carries out the supervision of the academic education in, schools and institutions. To fulfil the Ministry's goal of academically strong education for all. For many years, Tietgen Competence Center was certified through Danish Standard Quality Management ISO 9001. This meant that through all the different activities, a structured customer dialogue was synonymous with quality and efficient management. The school is part of cooperation agreement on development and quality assurance of school education. The collaboration is established under the heading "Business Colleges of Excellence",

Italy: Institutions for adult education in Italy have 2 major systems: First, accreditation on a regional basis (education- schools- depend on Central Authority, but adult education and training depends on Regional Authorities) and second, National accreditation from Italian Ministry of Labour and Social Policies. Quality in education at national level is under the responsibility of INDIRE – the National Institute for Documentation, Innovation and Educational Research. INDIRE is the benchmark for educational research in Italy. Together with INVALSI (National Institute for the Evaluation of the Education and Training system) and the inspectorate of the Italian Ministry of Education, INDIRE is a part of the National Evaluation System for Education and Training. In this field, the Institute develops actions to support educational improvement processes to raise teaching quality and pupils' achievements.

The aim of quality assurance for migrants' educational programs are:

- Equip teachers and school staff with the skills needed to manage diversity and promote the recruitment of teachers with a migrant background.
- Promote and support the participation of migrants' children in early childhood education and care. In Italy migrants' or refugees' children have the same rights as native people in terms of education and health care.
- Support fast track insertion into the labour market of newly arrived third-country nationals.
- Remove obstacles to ensure effective access to vocational training and to the labour market.
- Assess, validate and recognize as soon as possible skills and qualifications of third country nationals.
- Encourage entrepreneurship through tailored business training and mentoring and by opening to third country national's mainstream entrepreneurship support structures.

Slovenia: In Slovenia, the identification and quality assessment and development of the education system and educational institutions in Slovenia is carried out through monitoring and evaluation processes, Responsibility for the quality of education in Slovenia is shared among:

- educational institutions,
- public institutes,
- evaluation bodies, agencies, and the government.

During the last decade several new forms of quality assurance have been developed. The Ministry of Education, Science and Sport implements them partly through projects and research and partly with systematic regulation

SIAE developed the project Offering quality education to adults (OQEA). The main goal of OQEA is to help establishing and developing internal quality systems in adult education organizations. Another development project that SIAE piloted in 2008 and further implemented in 2011, and in 2017, when last group of counsellors was trained, is the establishment of the **network of quality counsellors** at the level of providers of adult education. Adult education organization can upgrade its internal quality system with different approaches of external quality assessment developed by the Slovenian Institute for Adult Education. Such as

- green quality logo
- expert external evaluation

SIAE does not provide courses for migrants and refugees but mostly for adult educators, sometimes for employers and other groups. SIAE have co-authored one of three certified programs for teaching adult migrants program Early Integration of Migrants in 2009 together with the Centre for Slovene as Second/Foreign Language. SIAE used the OQEA approach and tried to adapt the quality indicators and quality standards for its use in education and training for migrants and refugees. To support the processes of quality in adult education organizations, SIAE prepares and carries out numerous basic and advanced training programs for the staff working in adult education organizations and other providers of adult education.

Sweden: In Sweden, quality assurance policies and methods in educational program used in Sweden share a common 4 step system called the systematic quality work model in education, The Swedish Public Employment Service helps recently arrived refugees and immigrants entitled to an establishment plan. The establishment plan consists of various activities to help the new migrant getting a job. What these activities are will depend on the new migrant needs, but they must include:

- Swedish for Immigrants (SFI),
- employment preparations (e.g. traineeships or validation of prior education and work experience)
- Civic orientation course intended to give the new migrant a fundamental understanding of Swedish society.
- From January 1, 2018. An education obligation is introduced for new arrivals with short education. These newcomers will be assigned to regular adult education to increase their skills

Quality assessment in Folk high schools are a continues process operating at many levels, quality assurance in Folk high school include

- Annual audit by and authorized statutory auditor
- Auditing include a description of the schools activities comply with the objectives of government grants
- A documentation system for
- Quality assurance of our courses and programs

Competence development of staff

- internal control based on risk analysis
- Ethical and rule setting work
- Students counsel for legal actions

Statistics show that there is a big knowledge gaps between Migrants and Swedish born adults both in soft and hard skills. Filling this gap is provided by means of reforming the Swedish educational system to meet the demands of the Swedish labour market for higher qualified working force. Through further education, The Swedish National Agency for Education as well as the Swedish counsel for liberal education FBR ensures that Swedish education maintains a good standard of quality.

Practices, challenges and solutions identified in partner organizations concerning the quality of education and training

Keuda (Finland) uses various quality measures in vocational training and in language learning as well. These measures identifies the needs of learners through inquiries and feedback. The needs of municipalities by following the aims and requirements set by them in training, faced challenges include defining method to measure the quality of customer satisfaction, getting a homogeneous accepting process of accepting the migrants existing skills and to develop a common forum to assess talk about and celebrate the results achieved on the training courses. Other challenges include the new reform in the Finnish vocational training and unclear operational procedures in new situations that arises from new situations, how to engage

everyone in daily quality assurance activities and a common vision for QA while working with the projects target group.

An important lead to measure the quality in the integration programs in Tietgen is continuous dialogue with all parts included in the introduction of the new Migrants to the Danish labour market; on the course “Intro to the Danish labour market,” The municipalities set the framework for what the course participants should learn on the course. FVU, where quality assurance lies within state government. The main problem with the Intro course is clearly that there is no consequence on the part of the municipalities if the course participants repeatedly neglect their duties in meeting up at school or practice. According to the law, it is the duty of the municipalities to sanction financially, but many choose not to do so. It is a problem when the course participants experience that there is no consequence of their actions, thereby reducing their sense of responsibility. Another major problem is that there is no focus on teaching refugees / migrants in cultural understanding and democracy.

In Keuda the suggested foreseen solutions to improve the current practices of quality assurance relating to educational activities in social integration include

- To integrate migrants and local citizens to the same education/groups
- To implement the education as work based on the job learning
- To discuss about the values and cultural aspects while learning vocational skills
- Competence based learning: some students need more support and guidance, some students are sooner ready for more independent on the job learning
- Different learning environments
- Recognition of skills by previous education, work experience or certificates etc.

Special support must be offered when needed. Continuous improvement is needed to meet the current challenges.

In Tietgen (Denmark) the good quality will be reached by teaching more holistically. It means that teaching focuses on full integration into Danish society through understanding of democracy, our culture, language training and internship. You can avoid so many misunderstandings and frustrations if there is an understanding of how culture is in Denmark. This involves having a dialogue with the municipality to merge teaching on democracy with labour market orientation to provide the best possible basis for social integration.

SIAE (Slovenia) started to develop the quality approach that now is becoming a national framework in the field of adult education – also supported by new Act of Adult Education. SIAE uses continuous monitoring, measuring participant’s satisfaction, evaluation discussion, and statistical monitoring and analyses to monitor their training programs.

Challenges include:

- fragmentation of different approaches for quality assessment and quality development. they are not connected in a coherent internal quality system.

- The employees are not well informed about different approaches that are already used in
- different field of work at SIAE, some good approaches that has been developed in a specific field, are not transferred enough to other fields of work. One of the reason for this situation is the lack of staff
- who would coordinate common activities for development of a mora comprehensive and systematic internal quality system.

In SIAE, the quality assurance strategies, that are already in use in educational institutions, has to be analyzed from the point of the characteristics of the target group of migrants and refugees. This need to be done at different levels: 1) The institutional level, 2) the programed level, 3) the individual level. Regarding the improvement of the internal quality system, SIAE have the following suggestions: A quality group should be appointed at the level of SIAE, a role of a quality counsellor should be introduced in the internal quality system of the SIAE and a systematic analysis of the existing quality approaches, that are already in use at SIAE, should be carried out. From the results of such an analysis the action plan should be developed, including activities that has to be carried out to connect the existing practices in more comprehensive and systematic internal quality system.

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In the Finnish folk high school (Sweden) works for a four-grade quality cycle:

- Plan
- implement
- evaluate
- improve

Each part has several documented steps and processes. The quality cycle clarifies the quality work process and leads to constant improvements. The developed a quality assurance system to best pay attention to the fact that the course participant receives the best possible education and well-being and that our content and offerings are in line with the demand of our course participants. After completion of the long or short course, all course participants must do a written evaluation.

SWOT method, performance reviews, classrooms discussion, student forum and the student counsel continuous dialogue with the schools' management are other quality assurance measures used. Challenges to quality assurance include difficulties in getting reliable feedback from students because of the students lack fluency in Swedish, negative understanding and attitudes toward QA measures, and the needs of continuous development of QA process to cope with new categories of students joining the school in recent years.

In The Finnish Folk high school good quality is characterized by addressing the requirements of social integration by the educational activities by filling the knowledge gab between low skilled migrant adults especially women and home born adults in order to meet the requirements of the labour market. Focus should be on developing soft skills (Time planning . Communication and team skills etc. Beside developing

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hard skills (literacy, numeracy and digital skills). To improve QA targeting students we can use focus language groups for students lacking language skills to get a reliable feedback.

In IFOA the quality is a better “value for money”, to improve efficiency and effectiveness in the use of funds dedicated to integration of migrants and asylum seekers is suggested to meet the challenges in QA for the group. IFOA suggests an integrated approach to deal with “migration” should be planned and implemented taking into consideration to design, for each individual, an integration plan to include: ensuring a place to stay beyond the emergency, enrolling the asylum seeker in education, assessing their competences. Professional know-how to provide them with additional skills consistent with their background increasing their opportunities for integration in the labour market.

7. CONCLUSIONS

What we learned? The most interesting, useful or thoughtful ideas and practices identified

We cooperated in the project mainly with the thought and idea to learn from each other and learn from experiences, (good) practices and methods used in other countries concerning the various themes within the project Reshape. Exchange of information together with experiences and approaches lead to a broader understanding on the issue. The found similarities, as well as differences, in the ways of organizing the education and training for migrants and refugees, was an extremely fruitful basis for further discussion.

In general we reached all the aims set in the project plan. The 5-day-seminars on each topic gave us possibilities to study the entity from different perspectives, we were able to change our views and influence others by presenting the situation in our country and organization. We were able to develop new ways of working and approaches. From our point of view, we also tried to give input to discussion on the migrant and refugee –policy in our organizations, in national level and in European level.

During the project's ongoing we found several ideas and practices, which are useful to take into account, and can be recommended to other education and training providers.

1. *Combine learning at school with the on-the-job learning & combine language training with vocational training*
 - We found interesting the approach that is used now in Denmark – combining learning in school and on the job learning for refugees and immigrants. The refugees that we had the possibility to meet were very persuasive when they were explaining how important is to have the possibility to learn language in everyday life, like at the workplace. The same approach was explained in the case of Finland (the case of Keuda), when studies always include on the job learning periods, as they are an important way to become familiar with Finnish working life and culture. (SIAE)
 - On-the-job learning is an essential part of vocational education and training. The co-operation of vocational institutions and businesses create a good field for students to apply their skills in a real work environment. (Keuda)
 - More possibilities of second language lessons within VET education as it seems to be more integrated in the programs in Finnish VET. (Alfa College)

2. *Create good and close co-operation with the authorities*
 - Open minded discussion between the government, local authorities, vocational institutions and local companies and businesses is the key in improving co-operation. We should have common and ongoing forums where local authorities, vocational institutions, entrepreneurs and also immigrants could participate in. (Keuda)

- There is very important cooperation between Local and regional government and VET in the province of Reggio Emilia; Governmental organizations in Reggio Emilia have a good overview of all statistics of all kind of migrants (Alfa College)
- Counsellors should work together with schools, municipalities, companies and welfare organizations in order to create a personal network for every migrant/refugee. Through intercultural sensitivity counsellors can build bridges between newcomers and their new society.
- Multiprofessional teamwork is an answer to challenges in many cases. (Keuda)

3. *Start the language learning from day 1*

- The partners shared experiences from the language teaching courses, from which we can conclude that teaching the local language to refugee and immigrants is of huge importance for their successful integration into the society. For the language training to be successful, is important to connect language learning to real life and work experiences. (SIAE)

4. *Use creative funding as an incentive*

- The Netherlands gives the refugee a possibility to apply for a loan of 10.000 €. If the refugee passes the language exam within 3 years the loan is a gift. We see this solution as a motivation factor. (Tietgen)
- The loan granted to refugees in The Netherlands to achieve their integration programme is from a certain point of view risky for the refugee because it has to be paid back under certain circumstances. However, it represents a very useful opportunity if properly managed as it was shown at Alfa College. In Italy there is no such an opportunity to get funding for individual integration and most of the funds are used to manage emergency of new arrivals or primarily spent on board and lodging of asylum seekers. (IFOA)

5. *Use volunteers as mentors and moderators*

- It was interesting to learn about the role and use of volunteers in Slovenia and Netherlands. The volunteers could be an equal, e.g. an earlier come refugee, who is able to share her/his experiences and guide the ones needing support and conversation. (Keuda)
- Netherlands model of including representatives from different ethnic groups as advice groups is something that we can consider to practice in our school. (Finnish Folk High School)
- Close relations between the education providers and associations working with migrants are important and give more tools in social integration. The role of volunteers can be very supportive in education and training processes.
- Students as mentors - the model used in Alfa-College and associations in Groningen is a good example of co-operation inside the school and between school and environment. (Keuda)

6. *Provide continuous training for teachers' and counsellors*

- Understanding the different backgrounds of refugees and migrants is the base for the work. Continuous training should underline teachers' and counsellors awareness in ethical and human rights. They need to have competences to deal with values, conflicts and other challenges that arise in multicultural learning groups. Skills for assessing their prior learning and help them to design a realistic and fair individual integration and learning plan are important. Teachers and counsellors should be able to balance between being a human and being a professional. (Finnish Folk High School)
- The role of counsellors seemed to be essential in processes of integration of immigrants. But the same competences as the counsellors have, are needed also for other staff in education and training organization. These competences, as intercultural knowledge, consists of psychological know-how and human respect. Also, counsellors and teachers are kind of coaches, translator or moderators between different cultures and social groups. (Keuda)

7. *Include entrepreneurial mindset into integration programmes*

- Entrepreneurship is a real alternative to migrants and refugees. Education and training in this process is very important and should be focused on problem solving, team working and project development. We suggest to include the entrepreneurial mindset into the integration programmes all over European countries.
- Success stories can be used as examples and inspiration in order to find the courage and self-confidence to find the individual entrepreneurial path. (Alfa College)

8. *Consider a successful integration as an implication of good quality*

- The quality assurance strategies, that are already in use in educational institutions has to be analysed from the point of the characteristic of the target group of migrants and refugees. (SIAE, Keuda)

Examples of results and impact

This project gave partners' staff an effective way to enhance broad and in-depth understanding of the entity of education and training for migrants and refugees. This kind of knowledge and experience on the issue could not have been achieved in any other way. The participants – teachers, counsellors, managers, have been grateful for the opportunity to take part in to the project implementation. In addition to getting the know-how on the issue, the project gave a good network, colleagues to contact in the future. This good experience have already influenced the way staff introduces the mobility possibilities to other staff members and students.

What we still need, is more opportunities like Reshape-project has given us. We need to spread the know-how on education and training for migrants and refugees in our organizations and in our region and go on

with the active co-operation with European level. We are still facing the problems and challenges with the migrants' education, training and integration – and the international collaboration is needed to get a common understanding in order to create a better future.

KEUDA: In addition to what is mentioned above, Keuda's aim was to create a strong and wide know-how concerning the educations and training of migrants and refugees. This included the competences for planning a model, which structure our way to organize and provide the education and training on the field. Most of the education and training providers lack this kind of model, and from our perspective the model is coming even more needed in future. Reshape the future –project gave us tools for the jobs, and the model is in a good process and under construction with those taking part to the WSs.

ALFA COLLEGE: In Alfa College there has been more adapted programs for refugees and migrants by learning from the other partners in Reshape and we influence municipalities and ministries on a national level by using examples from other countries. This has already resulted two contracts with municipalities with a core role also for the school, where we can share the best experiences and methods in all areas mentioned above. As one of the two nation wide VET schools, we are a member of a working group from the ministry of education to change the current integration system into more specialized routes/programs for certain refugees and migrants, for instance a separate program for 18-27 year old where integration will be integrated with VET education.. This is a huge result we have achieved, also thanks to the examples from other countries.

IFOA: From IFOA's point of view, this project represented the first opportunity to thoroughly deal with issues targeting migrants and refugees from different perspectives and conducting an in-depth analysis on their position in the society, education, economy and labour market of 6 different EU countries. The RESHAPE project supported us and reinforced our professional position in the development of relations and contacts with local Italian stakeholders who are engaged in hosting and in the inclusion of asylum seekers in Italy, opening new opportunities for further cooperation and delivery of more effective training services.

FINNISH FOLK HIGH SCHOOL: For Finnish Folk High School the theme on recognition of non-formal and informal learning was of high importance. In Sweden the perspective of the public debate and demand is to minimise the time required for migrants to enter the labour market. It was important for our school particularly as we participate in a national program for validation of prior learning within social and health care vocational training.

SIAE: From the point of view of Slovenian Institute for Adult Education (SIAE) all the themes were very important and we estimate that all the set aims were achieved within the project. The new reform that was introduced in Sweden in 2010 with the aim to speed up the introduction of newly arrived immigrants into working and social life is in our opinion a step forward in supporting better inclusion process for refugees and immigrants in the society. Also, integration of language and vocational programs; teacher of language and Vet teacher working together at Alfa College, Nederland is a good practice, which can be adapted in Slovenia, too. The professional team approach to dealing with very difficult stories of refugees mothers with children's,

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as we have seen at Madre Teresa institution in Italy. It's an example for us how overcome the very difficult and complex problems.

TIETGEN: The seminars have given inspiration for new ideas and exciting conversations at Tietgen. One thing we were able to implement in the course "Intro to the Danish labour market" is the idea of using mentors. Though we had it already, we have given it a larger focus now. The refugees that have been to our course for a longer period can function as a mentor for the new course participants. That is something that they benefit from a lot. Furthermore, we encourage the former course participants who had success, to become mentors for new refugees. Not only at our course. In many countries, the civil society plays an essential part in integrating refugees and migrants.

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The projects themes were crosscutting and relevant for all partners. As all partners were at the same level, the motivation to work for the project was very high.

What we are concerned about, is the direction of atmosphere in European societies. Partners in Reshape did not meet any difficulties during the project implementation, but the main uncertainty we see, is linked to the external social and cultural context, where the project is implemented; the general feeling and public opinion on what concerns migrants, asylum seekers and refugees are continuously changing in most of our countries. This can be reflected also in the regulations of the countries enlarging or reducing; according to citizen's perceptions, the opportunities offered to third countries nationals for training and integration in the countries of arrival.

More about Reshape the future -project

Learn more about Reshape in <http://www.keuda.fi/reshape>, where you can find links to Reshape the future video and theme reports concerning the five different workshops in Reshape.