

**THE WS THEME REPORT: Quality assurance relating to educational activities in social integration**

Host partner Finska Folkhögskolan, Sweden

Workshop in Gothenburg, Sweden 12.3. –16.3.2018

Number of WS participants	22
Description of the theme	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 labor office in responsible for the establishment</p>

	<p>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.</p> <p>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</p>
<p>A summary of the state of art in partner countries</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

language. These trainers are working closely together to produce the outcome needed.

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 labor 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 fulfill 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",

Institutions for adult education **in Italy** have 2 major systems:

1. Accreditation on a regional basis (education- schools- depend on Central Authority, but adult education and training depends on Regional Authorities)
2. National accreditation from Italian Ministry of Labor 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 labor market of newly arrived third-country nationals.
- Remove obstacles to ensure effective access to vocational training and to the labor 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. 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
- peer review:

SIAE does not provide courses for migrants and refugees but mostly for adult educators, sometimes for employers and other groups. SIAE have coauthored 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.

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

	<ul style="list-style-type: none"> <li>• internal control based on risk analysis</li> <li>• Ethical and rule setting work</li> <li>• Students counsel for legal actions</li> </ul> <ul style="list-style-type: none"> <li>• Statistics show that there is a big knowledge gaps between Migrants and Swedish born adults both in soft and hard skills that should be filled by the Swedish educational system to meet the demands of the Swedish labor 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</li> </ul>
<p>Practices and challenges identified in partner countries and partner organizations concerning the quality assurance relating to educational activities and social integration</p>	<p>Keuda 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.</p> <p>An important lead to measure the quality in the integration programs in Tietgen is continuous dialogue with all pats included in the introduction of the new Migrants to the Danish labor market; on the course “Intro to the Danish labor 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 that there is no focus on teaching refugees / immigrants in cultural understanding and democracy.</p>

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**SIAE** 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

Education and training  
for migrants and refugees

	<p>Internal quality system.</p>
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	<p>In the <b>Finnish folk high school</b> works for a four-grade quality cycle:</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• implement</li> <li>• evaluate</li> <li>• improve</li> </ul> <p>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,</p>
<p>Foreseen solutions from partner countries’ and organizations’ perspective</p>	<p>In <b>Keuda</b> foreseen solutions to improve the current practices of quality assurance relating to educational activities in social integration include</p> <ul style="list-style-type: none"> <li>• To integrate migrants and local citizens to the same education/groups</li> <li>• To implement the education as work based on the job learning</li> <li>• To discuss about the values and cultural aspects while learning vocational skills</li> <li>• Competence based learning: some students need more support and guidance, some students are sooner ready for more independent on the job learning</li> <li>• Different learning environments</li> <li>• Recognition of skills by previous education, work experience or certificates etc.</li> <li>• Special support when needed.</li> </ul>

	<p>Continuous improvement is needed to meet current challenges . In its turn, the needs to be systematic in teams taking responsibility of education and Training activities. And to;</p> <ul style="list-style-type: none"> <li>• Establish concrete enough goals in teams to reach strategic goals. Plan tracking and</li> </ul> <p>Continuous improvement of objectives. Review guidelines to ensure consistent and</p> <p>High-quality performance.</p> <ul style="list-style-type: none"> <li>• Perform an external evaluation according to the feedback system and make use of</li> </ul> <p>Development suggestions at sector and team level.</p> <ul style="list-style-type: none"> <li>• Plan indicators that are achievable and monitor the achievement of them.</li> <li>• Celebrate when the team achieves the goals.</li> </ul> <p>In <b>Tietgen</b> Good quality is to teach more holistically . Ie that the 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. Than involves having a dialogue with the municipality to merge teaching on democracy with labor market orientation to provide best possible basis for social Integration.</p> <p>In <b>IFOA</b> 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</p> <p>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 and</p> <p>Professional know-how to provide them with additional skills consistent with their background increasing their opportunities for integration in the labour market.</p> <p>IN <b>SIAE</b>, 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 requires 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;</p> <ul style="list-style-type: none"> <li>- A quality group should be appointed at the level of SIAE.</li> </ul>
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	<p>- A role of a quality counsellor should be introduced in the internal quality system of the SIAE.</p> <p>- A systematic analysis of the existing quality approaches that are already in use at SIAE should be carried out.</p> <p>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.</p> <p>In <b>-The Finnish Folk high school</b> good quality is characterized by addressing the requirements of social integration by the educational activities by filling the knowledge cab between low skilled migrant adults especially women and home born adults in order to meet the requirements of the labor market, Focus should be on developing soft skills (Time planning . Communication and team skills etc.. Beside developing hard skills(literacy, numeracy and digital skills).</p> <p>To improve QA targeting students we can Use focus language groups for students lacking language skills to get a reliable feedback by and using ICT measures like surveys and webinars to increase the participation of young adult students and other students . Specially through mobile devices to increase anonymity and reliability, at organizational level the school needs to arrange more internal education is in quality insurance as well to spread good examples and adopt a value setting approach instead of fault finding approach,</p>
<p>Good ideas and practices learned / shared in the WS</p>	<ul style="list-style-type: none"> <li>• To have kindergarden at the school is a good practice and help in gender equality</li> <li>• knocking at the participants doors is a good method for enrollment</li> <li>• Action learning could be applied to teaching migrants</li> </ul> <p><b>Similarities in solution</b></p> <ul style="list-style-type: none"> <li>• Quality circle</li> <li>• Process input to output</li> <li>• More money needed to QA</li> <li>• Changes in education sector</li> <li>• Common indicators</li> <li>• Monitoring on national level</li> <li>• Free choice of learning methods</li> <li>• Mindset about QA methods</li> <li>• Teachers have the qualification to teach</li> <li>• Importance of safe environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Sharing the understanding of quality</li> <li>• Differences between urban and rural areas</li> <li>• Difficulty because of the number of governance levels</li> </ul> <p><b>Differences in solution</b></p> <ul style="list-style-type: none"> <li>• Individual paths of learning</li> <li>• External aspects</li> <li>• Accountability vs. development</li> <li>• Inspections vs. autonomy</li> <li>• Focus on employment vs. lifelong learning</li> <li>• Cooperation between schools ,working life and authorities</li> <li>• Help/ immigrants own activities</li> <li>• Public information about QA score in the Netherlands</li> <li>• Participation ladder</li> <li>• Funding differences</li> <li>• Quality competition between providers in Finland</li> <li>• Focus on work directly in Finland and Denmark</li> <li>• Differences of institutional framework</li> <li>• Different Integration/assimilation approaches</li> <li>• Systematic QA in Sweden</li> <li>• Involving teachers. Participants , administrative staff</li> <li>• Self-assessment of skills at the employment office in Sweden</li> <li>• Combining language training and work in Denmark</li> <li>• Employment of multicultural staff could give good results</li> <li>• To explore applicants and participants background can play important role in QA</li> </ul>
Evaluation of the WS	<p><b>Expectations of the workshop</b></p> <ul style="list-style-type: none"> <li>• Follow up how the project is progressing and listen under learn from each other experience an</li> <li>• Discusses the theme of the workshop and search for solutions and good practices</li> <li>• Observe the practices regarding Migrants in our school and in Sweden specially regarding teachers involvement in QA and visit interesting activities</li> </ul>

	<ul style="list-style-type: none"><li>• Compare our different practices in order to understand and learn</li></ul> <p><b>Realization of expectations</b></p> <ul style="list-style-type: none"><li>• New ideas for teachers education and Coaching to get better quality from each other</li><li>• Visits were well chosen and methods were inspiring because Sweden has a lot of experience in the field of migrants social integration</li><li>• We are similar in spite of our differences and it was easy to discussed with each other because of this common background</li><li>• Good environment and support during the workshop</li><li>• Visitors were well informed and learned a lot from Mffhs management ,teachers and participants regarding integration and the study visits</li><li>• visitors got new ideas that can be utilized in own practice</li></ul> <p><b>Usefulness</b></p> <ul style="list-style-type: none"><li>• Between 4-5 out of</li></ul> <p><b>Most useful moments</b></p> <ul style="list-style-type: none"><li>• Introduction ((Hindi numbers and Kahoot)</li><li>• Visit to employment office and Caritas</li><li>• Lectures about QA in vocational education and action learning and ABF Swedish for immigrants</li><li>• Visit to way out cooperative specially the presentation by their Gardner and to classroom visits</li><li>• Presentations about QA and last day discussion similarities and differences</li><li>• Multicultural education is well developed in the school and visitors could learn from it</li></ul> <p>How to use earned knowledge in own practice Soft skills and QA methods</p> <p>Self-evaluation and assessment and previous skills measurement Validation of prior learning and individual learnings plan</p> <p>Finland's quality competitions</p> <ul style="list-style-type: none"><li>• Differences Accepting way of teaching</li><li>• Active model used in employment office very current for Finland</li><li>• Open dialogue and positive feedback in Slovenia</li><li>• Awareness of QA issues in all parts of the Organization</li><li>• Improve outreach activities toward immigrants</li><li>• Got new ideas about new indicators for QA</li><li>• New ideas from teachers during classroom visits</li></ul>
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	<ul style="list-style-type: none"> <li>• It is good to discuss the definition of quality within own organization To improve QA</li> <li>• Multicultural teaching should be taught to teachers in Finland</li> </ul> <p>Workshop arrangements</p> <ul style="list-style-type: none"> <li>• Very good arrangement, worked smoothly coffee brakes and food</li> <li>• Study visits very educative</li> <li>• Technical support, Staff and teachers were very good and friendly. The students were kind and welcoming.</li> <li>• Nice to hear the students stories</li> <li>• Warm and welcoming atmosphere</li> <li>• The Netherlands would like to share experience with Sweden at municipality level.</li> <li>• Better, have social dinner in the beginning of the week specially for those attending for first time.</li> </ul>
Experiences etc. the host want to add	We think that the workshop was successful and we glad that many visitors expressed their appreciation for the schools engagement with the migrant students