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Enhance short-term employability of Migrants

Project 2020-1-DE02-KA202-007390

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AKMI



A C T I O N



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INTRODUCTION

Within the frame of the project “AcTioN: Enhance short-term employability of Migrants”, this collection of good practices (GP) is part of the Intellectual Output N.1 “Analysis of existing training programmes for immigrants employability”. The aim of the research is to enhance the knowledge capacity of VET staff by describing, compiling but also raising awareness on crucial topics concerning the link between the educational pathways for immigrants and labour market patterns. As such, the research has explored the features and characteristics of the VET programmes of the countries involved in the partnership, in order to identify the relevant needs of VET trainers, tutors and staff more appropriately thus, by acting on them, strengthening the change for employability of immigrant learners. This activity was also accompanied by the assessment of the good practices of such programmes and the profile identification of final beneficiaries through interviews and focus groups in order to identify the most crucial skills and competences that need to be promoted and boosted.

As a result, combining desk and field experiences, interviews of key stakeholders - such as VET providers, trainers, teachers, immigrants and student with migrant background - eighteen good practices have been collected by the partners of the project in Italy, Greece, Germany, North Macedonia and Cyprus





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CYPRUS

Good practices provided by <https://zewelege.eu/>

1GP: Integrating minority, migrant & refugee children at European schools & society (SC-IRIE)

Summary	
<p>Provided by ShipCon, it provides Erasmus+ courses designed to meet personal and professional needs of professionals working at universities, teachers at primary and secondary education, trainers, and VET staff.</p>	
Specific Target Group and profile	
<ul style="list-style-type: none"> ✓ School principals & directors (primary & secondary) ✓ Teachers (primary & secondary) ✓ Educational Advisors ✓ Community leaders ✓ Community workers ✓ Social workers ✓ NGO's working with minority groups, migrants & refugees ✓ Civil society organisation staff 	
Application setting: context and methodology	
<p>One of the courses they provide for primary and secondary school is ideal for principals and directors, school teachers, educational advisors, community leaders, community workers, social workers, NGOs working with minority groups, migrants and refugees, and civil organisation staff.</p> <p>The methodology of the training is based on a combination of three important elements:</p> <p>(i) Provision of knowledge required (theory)</p> <p>(ii) Use of training tools, such as case studies, videos, games, animations & exercises (practice – hands on experience)</p> <p>(iii) Feedback/Review</p>	
Objectives	<ul style="list-style-type: none"> ✓ To understand the concept of cultural awareness and how to deal with cultural differences ✓ To develop in depth knowledge of best practices & policies at school for integrating minority, migrant & refugee children ✓ To understand the need for organisational adaptations at school environment ✓ To support the development and implement desegregation policies at school ✓ To support the importance of national language acquisition for migrants & refugees ✓ Overview of best practices related to supplementary schooling in immigrant communities





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Activities	
Results	<ul style="list-style-type: none"> ✓ Optimization of cultural diversity ✓ Consolidation of cultural diversity and best practices for integration ✓ Development and implementation of desegregation policies ✓ Understanding the importance of national language acquisition for the integration of minority groups and migrants ✓ Implementation of best diversity policies and affirmative actions
Year, length (duration); geographical coverage (city, country of implementation)	
2017, Limassol, Cyprus	
Sources	
<p>Introducing gamification in vocational education and training for professionals and social workers in the field of migrant children protection and support https://menedek.hu/sites/default/files/media/document/2019/03/01/gvets_methodological_frameworkor_k.pdf#page=41</p> <p>ShipCon Erasmus+ Masterclass courses (https://www.salto-youth.net/tools/otlas-partnerfinding/download/5216/Erasmus%20%20Courses%20Descriptions_July_2016_V.2.pdf)</p>	

2GP: Lighthouse Erasmus+ project by Centre for Social Innovation and IASIS

Summary
Inspired by the combination of two successful frameworks - the Austrian model LOT-House (learning, orienting, trying-doing) and the well-established French system for the recognition of non-formal and informal learning - the project established an innovative model and tools for providing lifelong learning and career paths for migrants through tailored counselling and recognition of prior learning to improve skills, employability and mobility.
Specific Target Group and profile
Migrants
Year, length (duration); geographical coverage (city, country of implementation)
2014–2016
Sources





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Introducing gamification in vocational education and training for professionals and social workers in the field of migrant children protection and support
https://menedek.hu/sites/default/files/media/document/2019/03/01/gvets_methodological_framework_k.pdf#page=41

GERMANY

Good practices provided by <https://www.salto-youth.net/tools/otlas-partner-finding/organisation/institute-for-roma-and-minorities-integration.14324/> and <https://bk-con.eu/>

3GP: Learning German together

Summary	
The In-Touch program of the University of Wuppertal offers different possibilities of consultation and support. Migrants can benefit from services, which include, amongst other things, German courses and career planning. All German courses are conducted by the University's Language Learning Institute / Sprachlehrinstitut (SLI)	
Specific Target Group and profile	
Potential and current student with migrant background	
Application setting: context and methodology	
<p><i>Language Learning Institute</i> (Sprachlehrinstitut) provides both an understanding of German (and other languages) and an introduction to different cultural patterns in conversation. The <i>Career Service</i> advises on career planning, e.g. on how to write a successful application, and offers various workshops and courses on job-related topics.</p> <p>The program is currently being expanded to include digital formats</p>	
Objectives	Develop good career opportunities on the German labour market require language skills at a high level
Activities	<ul style="list-style-type: none"> ✓ Language courses at business level ✓ Careers advice & contact to companies ✓ Developing intercultural competences
Results	Improved basic knowledge and communication skills ensuring that understanding and exchange in normal situations of everyday life is possible





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Difficulties or constraints for its implementation	
The digital format and the practice exercising can be improved	
Strengths	<i>The program assists with various offers the transition from study to work to get smoother. It can be also use in advance to find internships or part-time jobs during studies.</i>
Weaknesses	The initiative covers only potential or current migrant students in the University
Year, length (duration); geographical coverage (city, country of implementation)	
The University of Wuppertal is implementing this initiative dedicated to migrants. It covers German language learning from level A1 to level C1.	
CRITERIA actors or stakeholder used to assess the initiative/project as a “good practice”	
Interviewed stakeholders noticed that this initiative is an incentive and works out for many migrant students. It comes from direct experience and long term observation.	
Sources	
Consultation with stakeholders: Hand in Hand – Contact person for refugees e.V	

4GP: IQ Network - Integration through Qualification

Summary
The Network IQ improves employment opportunities relevant to professional qualifications acquired in countries of origin, regardless of the residence status. The Network IQ enhances job opportunities for refugees and aims at their inclusion in the German labour market. Once being integrated into the labour market, refugees ease economic pressures of the host country by economic inclusion. Entrepreneurship is another topic that is tackled by the Network IQ and offers support structures and information to refugees with entrepreneurial expertise
Specific Target Group and profile
Application setting: context and methodology
Practical knowledge and gained expertise in recognition procedures is shared widely between all stakeholders within the federal-wide working Network IQ and contributes to the sharing of responsibilities between partners



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Within the IQ counselling sessions on credential's recognition, refugees receive information on support structures and employment possibilities. They broaden their knowledge with regards to regulations on the labour market. Through mentoring and coaching sessions they receive orientation and information on the educational system as well as procedures on how to find a job and on how to successfully navigate through the labour market until they find a job appropriate to the qualification level acquired in their countries of origin.

The Network IQ's offers, such as job and bridge training are open to all genders and add to the women's economic empowerment, and also to the cross-cutting areas age, gender and diversity.

Objectives	Occupational qualifications acquired outside Germany lead to employment appropriate to one's level of education.
Activities	<p>Guidance and integration in four priority areas:</p> <ul style="list-style-type: none"> ✓ Counselling on recognition of foreign credentials and counselling on job training. IQ counselling supports recognition procedures and helps refugees choose job training appropriate for qualifications gained abroad ✓ 2) Qualifications in the context of the Federal Recognition Act. Refugees have the opportunity to take part in IQ jobs and bridge training as part of the credentials recognition procedure. IQ training fills skill gaps and aims at full equivalence, i.e. recognition of foreign certificates, and thus target employment appropriate to the qualification gained abroad ✓ 3) IQ intercultural training courses reach administrators and service providers in German Employment Offices and sensitize them with special regard to refugees and asylum-seekers ✓ 4) The Network IQ offers a further 50 projects such as competence assessment, mentoring and coaching for refugees.
Results	<ul style="list-style-type: none"> ✓ 63,487 counselling sessions with refugees on credentials obtained abroad (of a total 194,568 initial counselling sessions including other groups of migrants) ✓ 3,549 refugees (of a total 15,556 participants) have undertaken job and bridge training in order to receive full recognition of their professional qualifications acquired abroad ✓ 2,747 refugees were empowered by close mentoring, coaching and competence assessments ✓ Host community: 13,247 administrators and service providers in German Employment Offices have been trained in intercultural communication with a special regard to refugees and asylum-seekers.
Difficulties or constraints for its implementation	





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<p>Triggered by the increasing number of refugees, the workload for practitioners, local authorities and staff in the public employment services were challenging at times.</p> <p>The Network’s nation-wide structure, which includes practitioners, experts, business promoters, public employment services, and policy-makers, proved to be very helpful in overcoming challenges. The Network IQ’s success is based on close communication and an ongoing exchange of expertise, knowledge, and work experience from the operational to the policy level, including a comparative perspective of the federal states.</p>	
Strengths	<p>The Good Practice example can serve as a model for new projects and is as flexible as possible in respect to other framework conditions. For example, it is not dependent on regional or other peculiarities and can be easily transferred to statutory institutions without any additional effort.</p>
Weaknesses	<p>The Network IQ’s offers are currently open to refugees, newcomers and migrants in general. A stronger focus will be taken with regards to fair integration and the counselling of refugees about labour rights in Germany</p>
Year, length (duration); geographical coverage (city, country of implementation)	
2019 -2022	
CRITERIA actors or stakeholder used to assess the initiative/project as a “good practice”	
Personal observation and direct experience of the teacher	
Sources	
The Interviewed teacher mentioned the carried guidance as a good practice that work out.	

5GP: German language course for migrant women with children

Summary
<p>Many migrant women with small children who lack placement in official public kindergarten have difficulties to attend German language courses and develop a career. They usually need to wait for their children to become 3 or 4 year old when it is legally binding for these children to get a place in kindergarten. This difficulty results that many of the migrant women are out of the VET opportunities and depending on the social welfare system.</p>
Specific Target Group and profile
Migrant women with small children who lack placement in official public kindergarten





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Application setting: context and methodology	
Katholisches Bildungswerk from Wuppertal offers German language courses enabling migrant mothers with small children to attend the German course while their children are carried by a specially created caring center by the institution. Additional staff for this purpose are hired.	
Objectives	· Enable migrant mother to learn German language while their children are carried in the same institution / school
Difficulties or constrains for its implementation	
In the beginning some of the children have adaptation difficulties	
Year, length (duration); geographical coverage (city, country of implementation)	
9 months from A1 to B1 level	
Criteria actors or stakeholder used to assess the initiative/project as a “good practice”	
Migrant mothers attend this course	
Sources	
Interviewed stakeholder during consultation, Katholisches Bildungswerk Wuppertal	

6GP: The path the migrants` learners to progress the most

Summary
Simplifying a complex theoretical content to the extent which would be understandable for the migrant learners and when possible using various audio visual and learning by doing methods
Specific Target Group and profile
Migrant VET learners with poor German language performance, usually not familiar with the specific vocabulary in a certain profession, or migrants who learn the German language as beginners, usually lower level of German courses A1, A2 and B 1.
Application setting: context and methodology
Teachers cope with social, cultural and linguistic differences of the migrants’ learners. Continuing language support is needed even for those migrants who have successfully obtained a certificate for a certain level of German proficiency, in most of the cases B1 level. As good practice teachers are simplifying the complex theoretical content to the extent which would be understandable for the



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migrant learners and when possible using various audio visual and learning methods. On the other hand they do more practical exercises where students can improve their skills and knowledge. They usually start the class with repeating and clarifying the previous content.

Objectives	Focusing on the outcome and strengthening the practical and transversal skills by using various educational audio visual, learning by doing or game based methods.
Activities	Repeating and clarifying the previous content, using of audio visual, learning by doing or game based methods
Results	Migrants learners have higher educational performance

Difficulties or constrains for its implementation

Lack of existing audio visual methods that can be used in certain profession

Strengths	Visualisation or learners have an opportunity in a pragmatic way to overcome a complex theory.
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CRITERIA actors or stakeholder used to assess the initiative/project as a “good practice”

Long and personal experience of the teachers

Source

Interviewed trainers

7GP: Welcome guide

Summary

Support companies to integrate refugees and migrants into vocational education and training. The task of the welcome guide is to provide companies with comprehensive information on the operational integration of refugees (for example, legal requirements, cultural integration or subsidies) and to provide contacts to competent contact persons

Specific Target Group and profile

Companies as potential employers of the migrants

Application setting: context and methodology

This initiative is directed to help integrate refugees into training and employment. It wants to create an open welcoming culture in the company and thus a sustainable contribution to securing skilled workers.



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The welcome guides are intended to provide advice and mediation to small and medium-sized companies in the IHK districts in the integration of refugees.

Objectives	To help integrate refugees into training and employment.
Activities	<ul style="list-style-type: none"> ✓ Together with the companies, they develop trainee and employee requirement profiles ✓ they take over the applicant search and make a selection for the company ✓ The company will receive targeted suggestions from suitable applicants from among the refugees ✓ Clarification of the legal framework for internships, training and employment, especially in connection with residence status ✓ Help with administrative issues ✓ Regional and national funding and support programs for companies ✓ Interlinking with other initiatives to provide support during the training period ✓ Establishment and further development of a welcoming culture in the company

Year, length (duration); geographical coverage (city, country of implementation)

IHK Schleswig -Holstein

CRITERIA actors or stakeholder used to assess the initiative/project as a “good practice”

Personal experience he was employed through this service

Sources

VET learners during the focus group discussion: <https://www.ihk-schleswig-holstein.de/bildung/fluechtlinge/willkommenslotsen-3580996#titleInText0>





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GREECE

Good practices provided by <https://iek-akmi.edu.gr/> and <http://www.arsis.gr/en/home/>

8GP: Odyssea Vocational Training

Summary	
Odyssea Academy offers intensive educational courses that can reinforce creativity and community engagement and support experimentation that drives innovation. Odyssea’s training courses are shaped on market needs to reinforce beneficiaries’ professional absorption.	
Specific Target Group and profile	
Adults from vulnerable groups (immigrants, refugees, asylum seekers, long term unemployed)	
Application setting: context and methodology	
Odyssea’s goal is to help people develop new skills and find work. The Academy path includes vocational training courses in a variety of subjects, as well as soft and digital skills education. The courses are intensive and hands-on, taking place at new, state-of-the-art training centre equipped with the latest technology and training tools	
Objectives	The Objective is to empower excluded and vulnerable refugee, migrant and local communities in Greece by bridging global and local resources in open innovation, vocational education, participatory design services and entrepreneurship.
Activities	<ul style="list-style-type: none"> ✓ Vocational Training (sectors) ✓ Plumbing ✓ Woodworking ✓ Electrician ✓ Bike repair ✓ Barista ✓ Line Cooking ✓ Hotel Employee ✓ Social Media & Digital Marketing ✓ IT Networks Technician
Results	<ul style="list-style-type: none"> ✓ 1062 Registered beneficiaries ✓ 73 Beneficiaries enrolled in hard skills courses ✓ 1779 Training hours ✓ 44% of beneficiaries who found work





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Difficulties or constrains for its implementation	
The difficulties they face mainly relate to the language proficiency since they need to speak, at least, basic Greek. Also, due to the fact that they are often in transit, many drop out of the vocational training	
Strengths	<ul style="list-style-type: none"> ✓ The facilities of the academy and the expertise of the vet trainers ✓ The Academy provide employability services ✓ Connection to the labour market
Weaknesses	<ul style="list-style-type: none"> ✓ The lack of commitment from the trainees (immigrants & refugees) ✓ The Academy does not provide greek lessons ✓ The location of the Academy (it is not in the centre of Athens) ✓ The Academy cannot provide Training Diploma recognized in Greece
Year, length (duration); geographical coverage (city, country of implementation)	
All the year, Athens, Greece	
Criteria actors or stakeholder used to assess the initiative/project as a “good practice”	
Only non-governmental organization provide vocational trainings to refugees and migrants in Athens. All the vocational training are without charge and most of that are in English language.	
Sources	
Odyssea.org	

9GP: ActionAid / Employability Program

Summary
ActionAid, in collaboration with the supermarket Vasilopoulos, has designed a vocational training program for immigrants and refugees that combines Greek language courses with internships in the stores of Ab supermarket.
Specific Target Group and profile
Immigrants and refugees who want to follow a career in supermarket stores
Application setting: context and methodology
<ul style="list-style-type: none"> ✓ 4 times per week / Greek languages courses ✓ 5 times per week / internship (paid) ✓ 2 job counselling sessions





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Objectives	<ul style="list-style-type: none"> ✓ Empower the greek communication skills of the immigrants and refugees ✓ Promote the immigrants and refugees in the labour market.
Activities	<ul style="list-style-type: none"> ✓ Teaching Greek language to the immigrants and refugees ✓ Job counselling and labour market services ✓ Promote the working experience
Results	5 trainees completed the program and they are working for AB Supermarket
Difficulties or constrains for its implementation	
<ul style="list-style-type: none"> ✓ Engangement of the participants ✓ Drop out of the vocational program 	
Strengths	The strength of the program were the combination of the Greek Language Courses and the internship.
Weaknesses	<ul style="list-style-type: none"> ✓ It is mandatory to attend language courses ✓ It is last 8 or 10 hours per day
Year, length (duration); geographical coverage (city, country of implementation)	
2021, 2 months, Athens, Greece	
Criteria actors or stakeholder used to assess the initiative/project as a “good practice”	
The experience of ActionAid	
Sources	
Actionaid Greece	

10 GP: IREFSOS: Innovative Reform for Facilitating Young Refugees Social Support

Summary
Erasmus+, Innovative Reform for Facilitating Young Refugees Social Support – I_REF_Sos”. In this program forty (40) people, aged 16-24, both refugees and asylum seekers, educated on the Greek language and trained on basic working skills, while counselling followed as well.
Specific Target Group and profile
Young Immigrants and Refugees (16-24)
Application setting: context and methodology



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1st Phase: The initial phase starts from the arrival in the receiving country (country of initial reception). It evolves alongside with the asylum seeking procedures and while all the basic needs of the beneficiaries are being covered. The main objective is the formulation of a “personal portfolio” which will include knowledge, skills and qualifications of the target population, as well as the need identification in terms of training and counselling. This will be carried out with the cooperation of partners from final destination (host) countries, in order to have an accurate account of skills and knowledge needed in these counties.

2nd Phase: The second phase is composed of training programs, guidance-counselling and certification activities that take place in the receiving country (first reception). Based on the “personal portfolio” and the data related to required skills and knowledge from the final destination countries, diversified training and counselling courses are developed and implemented. The ultimate goal is the full implementation, monitoring and evaluation of personalized social integration projects.

Objectives	<ul style="list-style-type: none"> ✓ To develop good and innovative practices that enable the target groups to quickly enter the labor market, in line with the needs and characteristics of the labor markets of the host countries and in relation with the needs and capabilities of refugee populations ✓ To provide target groups with the necessary social and horizontal skills for their integration in the labour markets. The promotion of sustainable partnerships between public authorities and social partners to promote the integration of target groups into the labour market ✓ To promote knowledge and exchange of experience between receiving and final destination (host) countries regarding requirements and integration mechanisms of labor markets.
Activities	<ul style="list-style-type: none"> ✓ Turkish Background Report on Young Refugees ✓ German Labour Market for Young Refugees ✓ Design and Production of counseling/guidance output ✓ Pilot Implementation of counseling/guidance outputs ✓ Linguistic & Intercultural Learning Package and Pilot implementation for Young Refugees ✓ Active Vocational Guidance Package for Young Refugees ✓ Methodology procedure for integration into the labour market
Results	<p>Forty (40) people, aged 16-24, both refugees and asylum seekers, educated on the Greek language and trained on basic working skills, while counselling followed as well.</p>
Difficulties or constrains for its implementation	





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- ✓ Many of the participants do not have a supporting network in Greece based on family relationships but the majority of them is connected with people of their countries, with NGOs, with volunteers in NGOs, and very few with locals
- ✓ A very important issue is the notion that they have about their skills, how to recognize them, to speak about them and to relate with specific professions. It was hard for many of the counselees to speak about themselves and to uncover their strong and positive characteristics that they have. The sense is like a cultural gap exists towards speaking and presenting their skills, especially their soft skills
- ✓ They have a wide range of experiences they can use in their future educational paths but they face a number of obstacles related to their everyday obligations (mainly obstacles related to living conditions and framework)

Strengths	As European program and includes organizations from 3 countries
Weaknesses	During the project, the change of political situation in Europe regarding the movement of refugees influences the project's design and methodology.
Year, length (duration); geographical coverage (city, country of implementation)	
2018 -2019, Athens, Greece	
Criteria actors or stakeholder used to assess the initiative/project as a “good practice”	
<ul style="list-style-type: none"> ✓ Kanep – Gsee is public institute ✓ It has long experience in vocational educational training ✓ It participate in European projects 	
<i>Sources</i>	
https://www.kanep-gsee.gr/forma-irefsos/	

ITALY

Good practices provided by <http://www.prisonline.eu/>

11GP: Knowledge as instrument for integration

Summary
Education is a tool to understand the society we live in and linguistic and cultural proficiency are crucial to attain productive and healthy integration.
Specific Target Group and profile



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The students of CPIA Palermo_1 are adults and/or young adults of different countries of origin: a numerous group comes from Bangladesh, then Nigeria, Ghana, Pakistan, Sri Lanka, Gambia, Senegal and Ivory Coast. This implies a wide cultural and educational background, since educational span goes from unlettered to graduated people. Often they attend CPIA to improve their linguistic proficiency and to obtain the necessary certifications for documents and permits granting.

Application setting: context and methodology

Good practice is to keep into consideration their adulthood in planning activity content so that they can better grab the reality they live in, since the main objective is to support their integration. Practically, this means providing adult immigrant students with the tools to read a house renting contract, a payment invoice, a working contract or the function of the services on the territories as well as the numbers to call in case they are victims of illegality.

Objectives	To foster integration through the provision of everyday life, skills useful
Activities	Practical examples on how to read and understand a house renting contract, a working contract, a payment bill, services mapping
Results	Their capacity to acquire practical skills is improved

Difficulties or constraints for its implementation

Curricula are planned independently and adulthood in migration conditions is not yet properly taken into account at institutional level

Strengths	Good will and motivation of trainers and teachers who are ready to question themselves and acquire new tools to teach
Weaknesses	The lack of a specific curriculum on this; as a consequence, all efforts are required out of voluntary and motivation of the teacher/trainer; the lack of appropriate tool for supporting this (LIM and PC)

Year, length (duration); geographical coverage (city, country of implementation)

Criteria, actors or stakeholder used to assess the initiative/project as a “good practice”

The identification of this GP steamed from more than twenty years of professional experience in this field and direct observations.

Sources

Interviewed Teachers





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12GP: Knowledge as instrument of efficacy

Summary	
Presenting content and topics which are abstract and too notional, is a practice to avoid when running courses attended by immigrant learners	
Specific Target Group and profile	
Palermo 1 CPIA students are adults and/or young adults of different countries of origin: a numerous group comes from Bangladesh, then Nigeria, Ghana, Pakistan, Sri Lanka, Gambia, Senegal and Ivory Coast. This implies a wide cultural and educational background, since educational span goes from unlettered to graduated people. Often they attend CPIA to improve their linguistic proficiency and to obtain the necessary certifications for documents and permits granting.	
Application setting: context and methodology	
There is a need to keep into consideration the different cultural background and symbolic universe when dealing with notions. It may happen that those who are considered unlettered in Italian, are graduated in their country of origin (especially those coming from Bangladesh and Pakistan). Using audio visual and interactive methodologies and images, is important to foster practical skills of immigrant learners	
Objectives	To improve immigrant learners' transversal skills (decision making, problem solving...) through interactive methodologies, and audio visual tools.
Activities	Teaching of practical content related to soft skills and cultural awareness, on audio visual supports and tools
Results	
Difficulties or constraints for its implementation	
NO availability of such material so far	
Year, length (duration); geographical coverage (city, country of implementation)	
This approach should be cross-cutting and mainstreamed	
Criteria actors or stakeholder used to assess the initiative/project as a "good practice"	
Direct professional experience and direct observations	
Sources	





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CPIA teacher during focus group discussions

13GP: Capitalization of previous experiences and tools: the case of ITASTRA

Summary	
It is a good practice to capitalize and build on relations and activities already carried in the past and which prove themselves beneficial. The University of Palermo, in its branch School of Italian language for foreigners (ITASTRA), building on previous coordination and field work with various actors, has produced tools and textbooks useful to support teachers in CPIA, among others.	
Specific Target Group and profile	
Teachers and trainers who work with students of foreign origins and are not trained to teach Italian to immigrants as par educational and/or professional background	
Application setting: context and methodology	
It is important to capitalize on what is done locally, with specific regards to capacity building improvements and developments; for instance, the textbooks produced by ITASTRA have been reported to be useful and valid support to teachers who are not specifically trained to teach Italian language to foreigners - which in Italy is object of a specific educational path.	
Objectives	Build up on existing local context in order to improve VET teachers' skills, with specific regards to the teaching of Italian language, though the exploitation of resources and tools produced by ITASTRA of the University of Palermo.
Activities	Suggestion to improve knowledge and communication around these tools and, more generally, around local initiatives.
Results	Those teachers who have used them have reported that the tools are tailored to their needs (especially with regards to the Italian language teaching needs)
Difficulties or constraints for its implementation	
Follow-up and coordination on dialogue among different actors with regards to such initiatives shows room to be improved	
Strengths	Capitalization on efforts, more appropriateness and effectiveness of used tools and resources; diminished waste of resources
Weaknesses	For the time being, a proper local initiative mapping is not present





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Year, length (duration); geographical coverage (city, country of implementation)
It could be a pilot and could cover the administrative unit of the province.
Criteria actors or stakeholder used to assess the initiative/project as a “good practice”
Interviewed professors from CPIA experienced good results in applying tools (L2 Italian Language Method) created locally by interested actors, such as the University of Palermo through direct experience.
Sources
Reflections stemming from Focus Groups discussion with teachers of CPIA Palermo 1

14GP: Community Networking as a facilitator in social integration for employability of TCNs

Summary	
<p>The presence of a local community networking is crucial to support the weakness of the orientation and social integration services in Italy, even more in this pandemic times. Locally, there is no network or services able to follow-up and support TCNs case management, once they leave the CAS (18 years old), since the last modification of Italian Migration Law (Decreto Legge, 04/10/2018 n° 113, G.U. 03/12/2018), towards a higher degree of integration.</p> <p>As a consequence, there seems to be a challenging void, between the two steps, which hampers TCNs integration and employability, to the extent to which this puts additional charge on the employer, decreasing the financial and administrative driver in employing TCNs.</p>	
Specific Target Group and profile	
Private actors and employers interested in employ TCNs	
Application setting: context and methodology	
<p>In areas where TCNs are in a situation of pending and/or weak social integration, the interaction of the actual Italian Migration Law and the relative reception system create a configuration in which no structured and sound follow-up of case management is applied to migrants who leave the emergency system and are willing to integrate socially. This creates an additional burden to employers because of the bureaucracy linked to working documents granting; in addition, no tax relief measures are available to employers willing to hire TCNs in specific fields.</p>	
Objectives	To strengthen and organize loose community networking practices
Activities	The set-up of a joint community-based service to contribute in strengthening the weakness of social integration services





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Results	Lighter procedures and common efforts increase migrants' employability in times of weak social integration services availability
Difficulties or constraints for its implementation	
As a community-based initiative, it does not fill the administrative and legal weakness of social integration services currently available for TCNs in Italy.	
Strengths	It relies on community based efforts thus is lighter in bureaucracy and procedures and might have a pull value towards the latter
Weaknesses	It does not necessarily imply legal and administrative consolidation
Criteria actors or stakeholder used to assess the initiative/project as a "good practice"	
Direct observations/experiences of local and private employers	
Sources	
Interview with private employer	

15GP: Building capacities of TCNs students issued from the same communities

Summary
CPIA students are adults coming from a broad spectrum of countries and very different cultures. The latter not only differ from the hosting one, in this case Italian, but also among the ones of their classmates. In Palermo there are TCNs coming from Bangladesh, Nigeria, Ghana, Pakistan, Sri Lanka, Gambia, Senegal, Ivory Coast - only to name a few. It has proven beneficial and helpful to create contact with them through the involvement of other persons issued from their community and acting as mediators. Unfortunately, these persons do not always support at the best of their potential
Specific Target Group and profile
Students issued from the same communities of students in CPIA, who are able to properly communicate in Italian language and can act as bridge between the two communities
Application setting: context and methodology
They could be trained in CPIA premises to be able to better support other students of their communities for whom it is challenging to adapt to the educational context.



A C T I O N



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Objectives	To improve teachers' performance through the training of TCN students who can act as bridge between the teachers and immigrant learners for whom educational integration proves challenging
Activities	Capacity building
Difficulties or constraints for its implementation	
No funds available or ongoing activities for the time being	
Strengths	This practice would both support target TCN students with new skills and teachers in getting into meaningful contact with students
Weaknesses	It would be a pilot, not much available literature so far
Criteria actors or stakeholder used to assess the initiative/project as a "good practice"	
CPIA teachers and TCN students	
Sources	
Direct experience and relative need identification	



IAKMI





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NORTH MACEDONIA

Good practices provided by **ROMA YOUTH CENTER**

16GP: Education for employment project – E4E@mk

Summary	
<p>The project is supporting training providers to offer non-formal market demands for vocational skills development, support development of mechanisms to ensure that inclusive and affordable non-formal vocational skills development is effectively utilized and/or new ones are established and promote non-formal vocational skills development to be perceived as key element to lifelong learning and employment. The project is supporting piloting alternating vocational education and training schemes through Private Public Partnerships, empowering key educational institutions to provide quality vocational education and training and working on active promotion of vocational education and training with the objective to be perceived as viable career option.</p> <p>By accessing international best practices, the project is strengthening the dialog among vocational skills development decision makers including the private sector. In addition, the project is offering viable solutions to public and private sector actors to increase resources for vocational skills development.</p> <p>The Education for Employment in North Macedonia (E4E@mk) project is supported by the Swiss Agency for Development and Cooperation and is implemented by HELVETAS North Macedonia, the Macedonian Civic Education Center and the Economic Chamber of Macedonia.</p>	
Specific Target Group and profile	
Unemployed youth (ages 15-29) and vulnerable groups.	
Application setting: context and methodology	
<p>E4E@mk supports key stakeholders and strengthens capacities for sustainable development of employability skills</p> <p>The main focus is put into cooperation between the educational system (including non-formal education) and the business community (companies)</p> <p>The idea is to build sustainable system, the companies to detect the required skills of the workers and to enable development of those skills (through formal or non-formal education)</p>	
Objectives	<p>The main objective of the project is to encourage and support young women and men (ages 15-29), including vulnerable groups, to acquire quality vocational education and training as well as vocational skills development, contributing to gainful employment.</p>
Activities	<p>The project is implemented in the following sectors: health and social care, personal services, agriculture, food industry, hospitality, machinery and information technology.</p>





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Results	<ul style="list-style-type: none"> ✓ More citizens use the opportunities offered by the improved inclusive non-formal vocational skills development ✓ Students acquire formal vocational education as per market needs through cooperation between schools and employers ✓ Improved legislation provides better conditions and access to market from formal and non-formal vocational education
Strengths	<ul style="list-style-type: none"> ✓ The numbers of partners involved in the project: ministries, VET institutions and schools, local self-government units, employers, civil society organizations, etc ✓ A long-term project (can have a bigger impact)
Year, length (duration); geographical coverage (city, country of implementation)	
The main phase started on March 1, 2018. The project lasts 10 years (4 phases: entry phase, main phase 1, main phase 2 and exit phase) and is implemented in the whole country.	
Criteria actors or stakeholder used to assess the initiative/project as a “good practice”	
<ul style="list-style-type: none"> ✓ The number of positive feedback and success stories present on the website ✓ Observed achieved results 	
Sources	
https://www.e4e.mk/en/home/ www.eda.admin.ch/north-macedonia	

17GP: Valorisation of VET programs via the European credit system for vocational education and training (ECVET)

Summary
<p>ECVET allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at learners’ own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated</p> <p>It offers a framework for making learners more mobile and qualifications more portable, laying down principles and technical specifications and making use of existing national legislation and regulations. It applies to VET (vocational education and training) qualifications at all levels of the European qualifications framework</p> <p>ECVET complements and builds on concepts and principles shared with the European qualifications framework (EQF), Europass and the European quality assurance reference framework for VET (EQARF).</p>





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Specific Target Group and profile	
All VET learners	
Application setting: context and methodology	
Use of a credit system for the courses. 1 credit = 25 hours of total learning (contact hours, practical sessions, mentoring, self-study such as reading, research, seminars, conferences, tutorials, assignments and assessment and related organized activities such as informal and non-formal learning).	
Objectives	<p>To make VET programs more attractive and to increase the number of VET learners</p> <ul style="list-style-type: none"> ✓ To better value learnings outcomes acquired in VET programs ✓ To standardise learning system within Europe (more mobile, more portable, more recognized)
Activities	ECVET activities in the Republic of North Macedonia are implemented by the ECVET team within the National agency for European educational programs and mobility. Several interventions have been done in order to promote the possibilities, mainly with focus on VET schools. Pool of experts has been selected to design and implement promotional strategy and ensure wider outreach on VET schools informed and familiarized with the concept. In several occasions, exchanges of best practices with experts from Slovakia and Finland were organized to present the practical sides of its implementation.
Results	In its latest update about the national reforms in VET and adult education in North Macedonia (September 2021), the European Commission indicated that in the school year 2021/2022, vocational education is conducted in 97 classes in 44 schools with 1384 students. Contracts were signed with over 200 companies and the cooperation between business sector and the schools is strengthened. New law on VET is under preparation.
Strengths	<ul style="list-style-type: none"> ✓ This is a European process, already successful in many countries constituting good models to follow ✓ Number of partners involved: project financed by the World Bank for modernization of technical education, and in close cooperation with the Ministry of education and science, the Unit for NQF, VET Centre the Bureau for development of education and the ECVET team form the National agency
Year, length (duration); geographical coverage (city, country of implementation)	
The European Parliament and the Council of the EU adopted the ECVET recommendation in 2009 and invited Member States to create the necessary conditions and adopt measures to apply the system to all VET qualifications. External evaluation of ECVET implementation was carried out in 2013.	





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Criteria actors or stakeholder used to assess the initiative/project as a “good practice”
Its positive impact: it is contributing to raise awareness about VET programs, to promote and strengthen the vocational education
Sources
https://mon.gov.mk/stored/document/Upatstvo-za-presmetuvanje-na-ECVET.pdf https://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet

18GP: Civil Society support in providing VET trainings in the place of the national institutions

Summary
<p>NGOs and international organizations projects on supporting the refugees and asylum seekers in attending VET trainings as well as assisting through the process of their employment.</p> <p>As described in the sections above, the asylum seekers, refugees and people under subsidiary support are facing with many institutional, cultural, educational and political obstacles throughout the process of their integration. In situation when the country is not able to fully implement in practice the strategy for integration of these people, NGO (s) play a crucial role in supporting the sector and international organizations (mainly UNHCR).</p> <p>Thus, it is important to mention the successful project of UNHCR in 2012-2013, when they succeed to facilitate the training and employment of 3 refugees from Kosovo in the factory for furniture construction Feydom. One of those 3 people is still working in the factory in a position of manager (started as furniture constructor and was promoted several times thanks to his devotion and skills).</p> <p>Similar project did the Red Cross in supporting the two women under subsidiary protection from Syria and Congo. They prepared an individual plan for integration with both of them, including their employment plan (professional career planning). The Red Cross used the opportunity from the Employment Service Agency free VET trainings for unemployed citizens. The two women were enrolled in these VET trainings (one attended the training for hairdresser, the other for cook). With the support from Red Cross - which provided them with mentors/translators during the training - immigrants successfully completed their trainings and are currently waiting for job. During the time they get their first job in North Macedonia, the Red Cross is engaging them to work in their institution (as cook and seller in their second-hand shop).</p> <p>NGO “Legis” who facilitate the 3 month sewing training organized in the Reception Centre for Asylum Seekers in Vizbegovo, Skopje. This sewing course was delivered by woman professional in sewing on the 6 sewing machines that the Centre got as donation. All women were asylum seekers and were living in the reception centre; they attended the course and got certificate after completing it. Since they don’t have right to look for job as asylum seekers, after finishing the course, they were sewing products for the use of the centre - face masks, towels, linen etc.</p>





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Specific Target Group and profile	
Target group of this best practice are asylum seekers, people under subsidiary support and refugees involved in the projects of Red Cross, UNHCR and Legis	
Objectives	Supporting the integration process (VET education and employment) of asylum seekers, refugees and people under subsidiary protection
Activities	<ul style="list-style-type: none"> ✓ Work-based training and employment after its completion ✓ VET training (cook and hairdresser) and additional support before and after the training ✓ 3 months sewing course/training attended by female asylum seekers placed in the Reception Centre in Vizbegovo, Skopje
Results	<ul style="list-style-type: none"> ✓ 3 refugees from Kosovo employed in Feydom; ✓ Both woman under subsidiary protection successfully completed their trainings and now are searching for job; ✓ Female asylum seekers have completed a 3 months sewing course and are able to sew products that will be used in the Reception Centre.
Difficulties or constrains for its implementation	
None of the projects reached their goals. In ideal scenario, we would have the woman from Syria and Congo employed in the fields they were trained for, but this depends a lot on the circumstances – we are in middle of pandemic where restaurants and small businesses were/are mostly affected.	
Strengths	The will and motivation of the target group to get trained/employed
Weaknesses	Language barrier, cultural differences, different previous professional backgrounds
Year, length (duration); geographical coverage (city, country of implementation)	
UNHCR 2012-2013, Red Cross 2018-2019, Legis 2020-2021. All were implemented in Skopje, North Macedonia	
Criteria actors or stakeholder used to assess the initiative/project as a “good practice”	
Final results are obvious – employed people, certificates for successfully completed trainings, asylum seekers committed to contribute for the centre.	
Sources	
The interviews we had with each of them as stakeholders.	

