

ENGLISH

Methodology Handbook

SAMIN Consortium

Supporting Ethnic Minorities

by Promoting Access to Labour Market and VET

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SECTION 1

INTRODUCTION AND BACKGROUND

1 – Introduction

This handbook has been developed as the second deliverable of the SAMIN project (*Supporting Ethnic Minorities by Promoting Access to Labour Market and Vocational Education and Training*), a Leonardo Transfer of Innovation Project, financed by the European Commission's Lifelong Learning programme. The SAMIN project draws on the lessons learnt from the FIBA project and 18 other national projects in Europe. The FIBA project (*Förderung in Berufswahl und Ausbildung/support in career choice and vocational education and training*) was carried out by the training provider ESTA-Bildungswerk in 5 cities in Germany over a period of 2 years. The project combined proven services in an innovative way to serve the needs of young people with a Turkish family background to improve their access to initial vocational education and training. The Methodology Handbook offers different sets of specific approaches, recommendations and possible strategies to support the inclusion of vulnerable immigrants into the job market. The integration of immigrants into the job market is a positive outcome for receiving societies and a consequence of improved training and services that are offered.

2 – European Context

The development of the Methodology Handbook is important in the light of the Europe 2020 strategy whereas the integration of legal migrants plays a key role in the achievement of the EU 2020 targets. These targets include an increased employment rate, reducing school drop-out rates, increasing the share of 30-34-year-olds completing third level education, and reducing poverty and social exclusion. It is assumed by the EU that migrants support the European labour markets by filling gaps and by contributing to addressing the demographic challenges that the EU faces.

3 – Who is this Handbook directed at?

The Methodology Handbook is primarily directed at practitioner level i.e. teachers, trainers in the public, private and voluntary sector who are working or aim to work with immigrants with the purpose of supporting their social and professional integration into the job market. The aim is that the Handbook is adaptable for use in different local and regional contexts to be used at implementation level by practitioners who can adopt and adapt approaches and methods within their fieldwork.

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Introduction and background

4 – Aims of the Handbook

The aim of the handbook is to provide a reference framework and to help increase the quality of practices by teachers and educators working with immigrants, across the Member States. The content of the handbook has been developed so that it corresponds to the good practices of the FIBA project. The Handbook compiles experience from the teachers and educators working with vulnerable immigrants in the FIBA project and offers a compact manual to professionals working at local level ensuring transfer of practices and avoiding reinventing the wheel. The handbook offers “pick and choose” recommendations whereby teachers and trainers can select the “do’s and don’ts” that are relevant for their work. This handbook aims to be a practical and ready-to-use tool for teachers and trainers and contains a number of components that can be used independently from each other, but can also be combined in order to ensure cohesive approaches and more effective results. The manual aims to help teachers and trainer to adapt the elements of FIBA to other target groups and to other geographic contexts.

5 – The Context of the Handbook and the SAMIN project

The Methodology Handbook builds on the recommendations in the Gap Analysis, a product of the SAMIN project, which is based on research by organisations in Germany, France, Austria, Italy, The Netherlands and the UK into 18 national projects that support the integration of immigrants into the host country through a range of strategies and approaches. The aim of the SAMIN project is to see whether the results and findings of the German project FIBA could be compared with experiences in other European countries. Following the compilation of the comparative analysis into the GAP analysis the Methodology Handbook promotes the success features of the FIBA project and the 18 national projects in enhancing migrant’s participation in VET and the labour market.

6 – Data Collection and Analysis

The development of the Handbook has been based on the overall goal of extracting good practices and reformulating them into structured “guidelines”. The good practices identified in the handbook are examples from the FIBA project in Germany, re-enforced by similar strategies carried out by other organisations in France, Italy, Austria, The Netherlands and the UK. The data collected from different countries are mainly qualitative and were collected with fieldwork research through questionnaires and interviews. The analysis was mainly qualitative.

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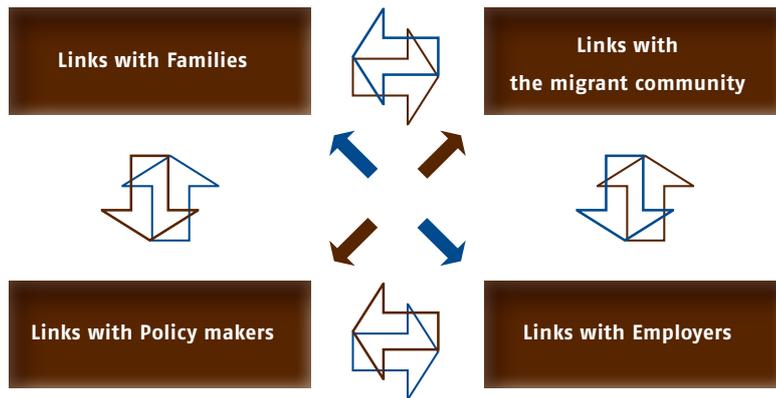
FIBA AND THE SYSTEMIC APPROACH

7 – Introduction

The aim of section 2 is to provide the teacher or trainer with detailed information about the FIBA project and to help them transfer the main elements of the FIBA strategies and the other 18 national projects to their own environments and situations.

Section 2 is divided into 2 parts. In the first part the structure of the FIBA systemic approach is described, identifying the various stakeholders and explaining the interaction between external stakeholders and migrants. The second part of this section details the training that takes place.

Diagram 1: Structure of FIBA and systemic approach



PART 1

THE FIBA APPROACH

The FIBA approach consists of targeting different actors (not only the trainee) and is based on the interaction between these different actors to ensure they work together to prepare and support the migrant into the job market. The relationship or interaction between the various stakeholders is illustrated in *Diagram 1*.

FIBA operates a holistic approach to social and professional integration, bringing together education organisations, employers, policy makers, community groups and families into the mix. Each actor has a specific role to play in the process but it is the relationship between the actors and the relationship between the actors and the trainee that is important in making the FIBA approach an innovative one.

The main tactics used in the FIBA project include:

1. Establishing personal contacts with employers and companies to tackle discrimination in the hiring process.
2. Informing managers and human resources personnel on how to deal with diversity-related issues.
3. Creating mutual trust between trainers and trainees.

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4. Working in informal contexts such as houses, mosques etc. and providing information to families.
5. Working with enterprises to fight discrimination; facilitating young people and employers to meet in the presence of a counsellor.
6. Providing career advice services in order to support youngsters in taking ownership of the project.

8 – Target Groups and Stakeholders

The SAMIN project defines a migrant or immigrant as a person with an “(im)migration background”. The target group may be people born in Germany, France, Italy, Austria, the UK or the Netherlands, and have this nationality, but have at least one parent who migrated to or was born as a foreigner in Germany, France, Italy, Austria, the UK or the Netherlands. The FIBA project targeted young migrants of Turkish family origin who were in the transitional period between school and IVET.

Indirect target groups were the parents of these youngsters, employers, people from local community organisations and other stakeholders working on socio-professional inclusion. The target groups in the other 18 projects that were researched fit into the above definition. In the SAMIN project we are targeting vulnerable migrants that have difficulties having access to the labour market.

In relation to the aims and objectives of the SAMIN project this Methodology Handbook is for teachers and trainers who share the goal of education for all in a perspective of lifelong learning and equal access to rights.

Needs ➔

The question is how are migrants different to other trainees in VET? In order to meet their needs teachers and trainers have to be aware of what their specific needs are. The target group is diverse in its make-up and therefore diverse in its needs. New immigrants may have language skills as a priority need. For others it may be lack of knowledge of the labour market, low qualifications or no qualifications due to many years out of education or simply the lack of a work permit. Another factor that needs to be taken into account is the migratory path and whether the individual migration is forced or voluntary. The movement of people is a fundamental right of being a citizen of Europe. People in Member States have the right to move to another EU state to find work. However the term “migrant” also covers people from “third” countries, and therefore teachers and educators have to take into account that access to rights for third country migrants differs from EU citizens

Obstacles ➔

Teachers and trainers need to be aware that immigrants can face a range of obstacles in accessing the job market- from low level of language skills, mismatch between skills and suitable jobs, incompatible educational attainment between host country

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and the country of origin. This can be compounded by discrimination in schools by peers and teachers, followed on by discrimination in the recruitment process by employers.

Discrimination and lack of intercultural knowledge and awareness among employers results in disadvantage for migrants in the recruitment process and eventually leads to underutilisation of migrants' skills.

8.1. Working together with community organisations

Method



One of the first steps to take during project implementation is reaching and selecting the target group. It is quite common for projects to make use of a multi-strategy approach whereby several methods are combined.

Methods for reaching migrants include:

- Finding them through internal access and recruitment.
- Referral by a partner .
- Through a network of community organisations.

It is thus essential that your organisation has well-established and sustainable partnerships with community organisations as it is a very time-consuming process if these relationships have to be built up during the project lifetime.

Working together with community organisations is fundamental to the root of the FIBA systemic approach, as these are the main organisations in contact with migrants.

Example



The majority of other projects that were researched have developed relations with migrant communities for various reasons including:

- Recruiting participants.
- Raising awareness about activities.
- Forming strategic partnerships for complementary service-offering (e.g. referrals).
- Improving sign-posting of target group to other organisations.
- Supporting -organisations with skill-upgrading and capacity building.
- Reaching parents.

8.2. Working with Families

Method



In the FIBA project there was a strategy to work in informal contexts with community groups, such as in homes or mosques, where they were able to provide information directly to families. FIBA provided career advice services in order to support youngsters

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in taking ownership of the project, recognising that the parent's exert a strong influence on their son or daughter's career choice.

Example 1 ➔

Similar strategies that were used in other projects to reach migrants and their parents through community organisations included:

- Holding parent–student information sessions at school or community organisations.
- Distributing leaflets and posters in several languages. Making project staff available for informal meetings with the parents.

Example 2 ➔

One method to engage with parents is to organise parent–student sessions with the aim of raising awareness, discussing and allaying fears and harnessing the support of parents. This methods was used by the Dutch project “Building a diverse construction sector” in which the project manager organised parent–student information sessions to inform and involve the parents in their child's career choice. The project manager found that initially many parents were hesitant for their children to participate in the project for the fear of work–related hazards. The parent–student sessions served as a platform to raise awareness and discuss these fears and to get the parent's support.

8.3. Working with Employers and other Labour Market Actors

Method ➔

The FIBA project harnessed a range of strategies to initiate and ensure ongoing support for migrants in the job market. It was recognised that migrants can face discrimination, frequently due to stereotyping, while seeking employment.

- Trainers working on the FIBA project established personal contacts with employers, companies and job centres to tackle discrimination in the hiring process.
- Trainers worked with enterprises to fight discrimination in the workplace by raising awareness of it with flyers.
- Trainers supported managers and human resources personnel by informing them how to deal with diversity–related issues.
- Young people were additionally supported through joint meetings with counsellors and employers.
- In their turn employers were able to provide tasters of the world of work through work placement traineeships and apprenticeships. The purpose of involving external actors is to facilitate a wider base for recruitment, ensure involvement and ownership of local communities and as a result generate sustainability after the project lifetime.

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Example ➔

Other projects formed partnerships with employers, which were set up through previous organisational networks or through partner organisations. Added-value of links with employers was through:

- Offer of internships or apprenticeships.
- Provision of trainings or workshops on employability skills, expectations of labour market.
- Better transition from school to the workplace.
- Building a network.
- Improvement of job matching process.

Access to the target group is generally through other services or activities of the organisation, which can be very effective. An Italian Project “Life at the Top” offered tailoring workshops to migrant women. The job search office is located within the migrant welcome office and they were able to reach newly-arrived migrants via the welcome office.

8.4. Working with Schools, Education and Training Organisations

Method ➔

The FIBA project recognised that it was important for mutual trust to be created between the trainer and the migrant. FIBA worked with trainers and counsellors who were trained with regard to intercultural skills (language, cultural specifics). Additionally they made sure that there each trainee had a dedicated trainer and that services were only provided by that one trusted person.

FIBA took a holistic approach, ensuring all actors and players were involved in the journey for the migrant from training to insertion in the labour market.

- Peer to peer mentoring was introduced to take over the role of counsellors after some time. Peer mentors, already participating in the project, were identified and instructed in the role of peer mentor.
- Training focussed not only on school related skills, but on non-formal and informal skills such as job application skills (organising job search, preparing the application, preparing for interview), taking responsibility for one’s own health and well being, decision making, sensitising for social and political topics and encouraging civic engagement.
- Trainers also established personal contacts with all actors working in the field of labour market integration e.g. communal job centres, training/education providers, schools) to tackle discrimination in the hiring process.

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PART 2

THE TRAINING PROGRAMME

9 – Introduction

The development of the Methodology Handbook is important in the light of the Europe 2020-strategy whereas the integration of legal migrants plays a key role in the achievement of the EU 2020 targets. These targets include an increased employment rate, reducing school drop-out rates, increasing the share of 30–34-year-olds completing third level education, and reducing poverty and social exclusion. It is assumed by the EU that migrants support the European labour markets by filling gaps and by contributing to addressing the demographic challenges that the EU faces.

In 2011, the European Commission presented a European Agenda for Integration, which promotes the development of three European Modules for Migrant Integration as a new flexible tool to support the integration process, closely linked with the 11 Common Basic Principles for Immigrant Integration agreed by the Justice and Home Affairs Council to assist Member States in formulating integration policies. The purpose of the report “From Principles to Practice: the Common Basic Principles on Integration and the Handbook Conclusions” (Updated 2010) reflects the purpose of the SAMIN project in demonstrating that the successful exchange of experience and practice can provide valuable and practical guidance to strengthen immigrant integration in Europe.

The modules aim to emphasise that integration is a two-way process, which is why they include measures targeted both at migrants and at actors representing the receiving society.

Module 1 – “introductory and language courses”

includes basic knowledge of language, history, and institutions of the receiving country.

Module 2 – “strong commitment by the receiving society”

focuses on equal access to public services, private goods, institutions as well as equal access to the European labour market.

Module 3 – “active participation of immigrants in all aspects of collective life”

encourages the participation of migrants in the democratic process, especially at the local level, as a step towards citizenship.

In terms of training programmes Module 1 and Module 2 are considered to be important by the SAMIN partnership as they not only foster the socio-professional inclusion of immigrants but also reflect the principles of the FIBA project and the 18 national projects that were researched.

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10 – Language Courses

Objectives ➡

Enhanced language skills should:

- Increase social cohesion i.e. be a tool for social integration and understanding of the host society.
- Improve job opportunities by being put in the context of a job.
- Be adapted to the level of knowledge of the individual.

Method ➡

- **Language training must be** tailored to the needs of the labour market or vocational sector before the target group receives organised job placement support. In FIBA the project coordinator built up a sustainable network among enterprises through which educational strategies on how to support language capability for the labour market among immigrants were established.
- **The numbers of tuition hours** to meet the needs of the group need to be organised in a flexible way with respect to *time, location and content* that enables migrants to take up other duties such as work, education or employment training. It is difficult to prescribe a specific number of hours in order to reach sufficient language proficiency as this is dependent on the level of competency required (e.g. job specific language) the purpose (e.g. citizenship), and the previous skills of the migrant.
- **Research has shown that** long-settled migrants (“old-comers”) sometimes need more tuition than newly arrived migrants because they have developed “coping strategies” to deal with their lack of language competence (e.g. relying on lawyers, doctors etc. who have the same mother tongue) and are not as well motivated to learn as new comers.
- **In order to achieve** the best outcomes, it is recommended to structure courses according to the competence levels of migrants, taking into account educational and professional background and the educational opportunities in the countries of origin.
- **Involve the participant** in a practical activity (such as a cooking class or a manual activity).
- **Link oral classes with** practical activities to help overcome barriers related to previous learning. Written classes can then follow oral and practical ones. The link with an activity helps foster the development of additional transferrable skills.
- **Programmes should** also be located in areas that are easily accessible for migrants.

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Example 1 ➔

In the FIBA project one of the most important items was to check the existing competence level of the German language. It was recognised that each participant should try to reach level B1 competences, as this level is a precondition for finding a suitable job in Germany.

Example 2 ➔

Offering language in a contextualised way: a UK organisation offers language linked to employment issues, job search and housing and welfare benefits. A project in Germany combines language training with vocational placements on site. The language training consists of modules which combine according to the requirements of the individual immigrant and have a maximum duration of 6 months:

- Module 1: language training and practical work in (sheltered) training workshops or charity organisations.
- Module 2: language training and preparatory steps to access jobs.
- Module 3: placements combined with continuing language training, social supporting and career development.

Example 3 ➔**Location:**

Some organisations interviewed for this handbook offer their provision in a range of locations from those that are central and easily accessed by public transport to those located in the community or place of need (e.g. school or community centre) where the target group lives. Some organisations choose to offer programmes using a multi-agency approach and consequently locate provision where the target groups can access a range of services – a “one-stop shop”.

Some organisations choose to provide programmes in their own premises where there are training rooms, IT suite and confidential meeting rooms.

11 – Civic Education**Objectives** ➔

The Handbook “From principles to practice: The Common Basic Principles on integration” (MPG 2010) says that introduction courses ideally convey the message of a welcoming society which gives incentives to the newcomer to feel responsible for the community he or she is going to live in.

There is always a challenge when organising introductory courses that target newly arrived migrants and language tuition and courses concerning civic orientation/civic integration should form the basis of introductory courses.

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Civic orientation or civic integration courses can contribute to matching the expectations of migrants and receiving societies by providing knowledge, understanding and insight with regard to life in the host State. Civic education courses should therefore:

- Enhance the understanding of the host society.
- Foster the independence of the individual.
- Develop new skills.

Method ➔

- **Migrants need to** acquire the skills to communicate and navigate in situations in which different cultural assumptions are at play, therefore the development of intercultural competence is an important aspect of training, as well as the provision of practical guidance e.g. how to register with a doctor, where to apply for housing assistance etc.
- **In terms of structuring language and** introductory programmes, whether integrated or independent of each other, no evidence suggests that one way is more effective than another.
- **Although the content of** introductory courses is determined by local needs the EC report makes recommendations on the basic content that the courses must contain i.e. basic knowledge about everyday life, the labour market and education, culture and history, values of the receiving society and of the European Union (democracy, equal rights, freedom of expression).
- **Although the length of** the course depends on the needs or skills of the migrant, the optimum time for the introductory course to begin is within the first 6 months of the migrant's arrival as migrants need practical information about daily life right from the start of their integration process. However, the uncertainties linked to access to rights at the arrival might limit the initial commitment in civic courses.

Example ➔

A preparation course in Austria focuses on the furtherance of social and intercultural competences with basic information about cultural and social issues in the receiving society and the personal role and personal cultural imprint. The aim is to develop opportunities for action – especially in the context of the vocational field (healthcare) – which decrease cultural misunderstandings and at the same time increase social and cultural integration.

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12 – The Training Course

12.1. Design

In terms of design of training programmes trainers should take note that best practice methods include integration of language and vocational training to put the training into context and to better prepare migrants for the labour market with job specific language.

Example 1 ➔

A project in Germany combines language training with vocational placements, according to the requirements of the individual immigrant. The programme is divided into three modules; language training and practical work in sheltered training workshops, followed by further language training alongside preparatory steps to accessing jobs. Finally migrants are offered placements combined with continuing language training, social support and career development.

Example 2 ➔

Another project focuses on informal, contextualised learning including information, advice and guidance alongside language training, individual packages of support, individual needs analysis/action planning/vocational learning plans and progression plans.

12.2. Meeting Labour Market Needs

Method ➔

- Training programmes should be built according to the labour market needs and associated with job sectors. Preparation for a job in terms of acquiring relevant skills and competences clearly makes an individual more employable. Training opportunities that provide skills demanded by the job market and also that facilitate access to jobs promote the inclusion of immigrants. Many organisations offer internships to trainees on completion of their training and this should be encouraged by the trainer through close employer links, as suggested in the FIBA project.
- Preparation for the job market can vary from classroom-based education about types of jobs matched against desirable qualities and skills an individual possesses to short-term work experiences in real work situations. Vocational training is more in-depth in terms of training to acquire specific job related skills and usually takes place in a mixed environment of classroom-based training in vocational training centres with on-the-job training or internships with employers.
- Job placements offered by employers connected to intensive consultancy services and coaching services provided by trainers can strengthen the capacity of migrants who are at risk. Close links with employers can mean they receive advisory services

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FIBA and the systemic approach

about the target groups and – most importantly – they can test and examine the migrants who often do not have any formal qualifications to present to an employer

– **Recognition of qualifications** can be difficult but trainers should look for more flexible ways of assessing and validating skills. Good assessment methods recognise and validate immigrants' competences, including occupational, communicative and social competences. Involving employers in skills assessment processes from the start can increase the likelihood of future employment for the trainee. Trainers should recognise that sometimes training has happened some years ago and the skills/competence may be out of date, as some sectors change rapidly. Trainers can help to regain competences or provide advice on how to acquire new or additional qualifications. This is especially important in technical vocations that constantly change.

– **ICT- based learning** can provide flexibility, as it allows all migrants to learn at any time and in different locations. ICT-based learning requires that the migrants have a sufficient ability to use ICT, without forgetting that basic ICT skills are considered necessary in our society

Example 1 ➔ Trainers at one organisation in Germany cooperated with the "Institute for vocational training in the healthcare" to deliver a "Care Assistant" course as a stepping stone to regular vocational training of 2-3 years. The project offered basic health- and care- courses (care assistant course, 6 months; 700hours) and a training period (work- placement) in outpatient and inpatient organisations. The most important aspect of the project was that the qualification courses allowed for work in this field (in contrast to "measures" that are of no specific labour market entry quality) and were led by experts in medical and care education.

Example 2 ➔ An Austrian project includes a period of internship in the healthcare sector, during which participants get the chance to test themselves and experiment within the vocational field, gain vital vocational experience, are able to prove themselves and leave a positive impression on employers. Vocational training includes basic knowledge of nursing patients and elderly people as well as ethics and morals concerning the sector. The result is that possible conflicts, insecurities and uncertainties are prevented

Example 3 ➔ A preparation programme in Austria includes Information and communication technology basics to meet the requirements of the healthcare sector, recognising it is crucial to gain solid basic knowledge.

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12.3. Working with experts and specialist organisations

Method ➔

- **The FIBA project demonstrated** that trainers who work closely with experts or specialist organisations greatly improve the accessibility of their services to immigrants. By establishing links with organisations, trainers and teachers are able to access experts in vocational sectors that support vocational training.
- **Vocational professionals** can also help to develop the curriculum, providing a mixture of theory and practical skills. The content of the curriculum can be jointly developed by experts with specific knowledge reflecting the employers' needs and teachers reflecting the trainees' needs and competences. The inclusion of work placements strengthens employability skills both on a theoretical and practical level.
- **Organisations that offer** several services to support vocational, education and training are able to inform the young migrant and make the link between public structures. Such a service allows young migrants to receive professional guidance. The teachers and trainers assist them by accompanying them to public services, by informing them on the type of jobs they could do and by informing them of which type of qualifications are necessary to attain a certain professional goal.

12.4. Environment

Method ➔

- **Where preparation for** training, information and guidance is delivered is an important factor in the effectiveness of a project in terms of reaching the target group and continuing to meet their needs. The FIBA project reached out into the community and used innovative and non traditional environments such as mosques and community centres to reach the target group and to deliver initial information and guidance.
- **Similar methods were found** in the research where word of mouth helped to spread information about the projects among the community in which they were based. The aim is to provide a safe, secure and confidential environment which ensures that migrants can maximise the quality of care they receive.

Example ➔

One Dutch project works well because all activities are in the same location, providing participants with a sense of familiarity, it is important to work in an environment the migrants felt "at home" in. Another project delivers its services within a multi-purpose centre where migrants can access other services. This centralised and very well established structure is directly connected to the project success.

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12.5. Pedagogical Methods of Delivery

Method →

- The **method of delivery** is important in order for participants to gain the maximum from the programmes. The FIBA project used non-formal and informal methods to deliver training. Informal learning can be useful where the individual did not previously attend formal education, acting as a non-threatening introduction to the development of skills and building of self-confidence.
- **Individual coaching** is important to work on the trust relationship between the trainer and participant and offer a platform for the participant to discuss affairs they do not wish to disclose in a group setting. The coaching sessions aim to help the migrant to reflect. The FIBA project allocated one trainer to each migrant, enabling a trusting relationship to build up. The migrant was also provided with a counsellor who in turn was replaced by a peer mentor after some time.

Example 1 →

A Dutch project uses a mixture of techniques to engage young people. Company visits enable students to familiarise themselves with the company's business and see what type of employee an employer is looking for. The participants take ownership of the activity by contacting the companies they are going to visit and by being able to speak directly with employees. Guest lectures are also appreciated by students and they enjoy hearing from those "in the field" and listening to their experiences.

Example 2 →

In another Dutch project participants gain confidence in themselves and society by means of group assignments, individual exercises, role-plays, presentations and the development of their personal portfolio.

Example 3 →

One project made the training environment creative and put a strong value upon volunteering and how those skills are transferable to the labour market. Active methods allow individuals to learn by doing to gain confidence and to be active participants in the learning process.

12.6. Work Placement and Internships

Method →

- **Migrants may find it** difficult to get a job because of discriminatory practices during the hiring process. To tackle discrimination in the workplace the FIBA project concentrated on making personal contacts with employers. Work-place managers and those responsible for human resources were targeted with the aim of raising awareness and improving knowledge on how to deal with diversity issues. Work Placement and internships are an important part of the FIBA project, providing the migrant with real practical work experience but in a "sheltered" way as

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the migrant is supported by a counsellor and at a later stage a peer mentor. The counsellor meets with the employer and the trainee, providing support and acting as mediator.

- **Making a link between** the skills the migrant has previously acquired and those skills which might support them in the labour market is useful for advancing integration into the labour market, by identifying how the skills could be transferred to a specific job. The purpose is to connect the skills from their home country to skills that are needed for certain jobs. Teachers and trainers should link vocational work-shops according to the migrant skill and interest, which enables the migrant to maximize existing skills and develop new one.

- **Teachers and trainers should** make links with specific type of enterprises that support the social economy e.g. those which hire unemployed people. This helps to overcome the barriers by supporting migrants to enter the job market. The positive element to working with such enterprises is that employers become acquainted with the specific needs of certain target groups, including migrants.

- **The teacher or trainer should** harness the expertise of someone from the labour market to raise awareness among companies about the importance and relevance of job placement enabling the trainer to maintain realistic and long term job placement experiences for migrants.

12.7. Guidance, Orientation and Competence building

Method →

- **Trainers can improve** employability through a strong focus on competence (soft skill) learning and vocational orientation, which also facilitates the transfer from school to apprenticeship or to work life. Competences or "soft" skills such as decision making, problem solving increase independence in employment and improve learning performance. Young migrants can learn about their potential and interests while further developing their self-dependence and competences, thus facilitating their integration into the labour market.

- **Trainers can use** strategies for personal, social and vocational development such as one to one support, support from other providers within networks, group-work sessions, drop-in support and individual action plans. Alongside which small, measurable, achievable, realistic and time bound goals should be set.

- **Social integration** is as important as professional integration and attention should be paid to creating a trusting and confidential environment. One project does this through group bonding whereby after every workshop all the participants eat together and share experiences and knowledge with each other.

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- **Careers Guidance** can be delivered through regular bilateral meetings and discussions to identify the educational and career goals as well as in group sessions. In the FIBA project careers guidance was delivered to young migrants in the community and in the presence of families, harnessing the support of parents. Besides the learning content, workshops represent a tool for team building, sharing and socialisation. Therefore the individual assessment along with collective workshops works well.
- **Trainers need to** be aware that new arrivals, long-term resident immigrants and 'next generation' migrants might face the challenge of establishing and maintaining their employability, and should have access to support measures. Trainers should look at assets rather than deficits in the individual and focus on a person's potential performance in the workplace, raising the visibility of the immigrants' competences and employability.
- **The term "employability"** includes elements of social as well as professional integration and covers a range of topics on the journey from preparing for a job (acquiring relevant vocational skills and competences), getting a job (job seeking skills) and keeping a job (attitudes, behaviours, knowledge of job market culture).
- **Trainers should provide** comprehensive support including techniques for researching a job, CV writing, interview preparation, visits to enterprises and meeting employers, valorisation of transferable skills, development of new skills, building a training plan and careers guidance. Trainers should provide support during training and up to the signing of work contracts.
- **Trainers can also provide** guidance, advice and information on other issues such as health, as in the FIBA project, providing a holistic approach to support of the young migrant. Other issues such as domestic violence, racial harassment, trafficking, forced marriages and female mutilation can be addressed by referring clients to other specialist organisations that can help with specific issues.

SECTION 2

FIBA and the systemic approach

13 – Provision for Young People

Method ➔

- **Trainers need** to be aware that young migrants or second generation migrants can have a crisis of identity as they may feel they are between two opposing cultures and that they do not belong to either of them. The FIBA project encouraged civic engagement and sensitised the young people to social and political topics as part of the training. Other projects have used methods such as Forum Theatre to help young migrants get a sense of identity by asking Who am I? Where do I come from?
- **Low self-esteem and** a lack of confidence may be experienced by young people from a migrant background or those who are new immigrants to a host country. Trainers need to put in place strategies that will combat social and economic exclusion and promote the integration of young migrant people into society and employment. The FIBA project included the development of informal skills such as decision making within the training programme. Similarly a project in The Netherlands helped the young people gain a better understanding of their own identity, develop social, soft and other key skills and learn how to make decisions and manage conflicts.
- **The provision of** early work experience through work/learning programmes for immigrant youth can be significant in terms of supporting integration into the job market. The FIBA project also worked with schools to promote diversity in the workplace and tackle the incidence of discrimination in the hiring process. Targeted recruitment to vocational areas can be promoted through the delivery of information sessions in schools and experience at a training and work placement.
- **Alongside this practical experience** the FIBA project included job preparation within the training programme such as job search, job application and interview skills. Preparation for vocational education and a vocation included careers guidance, delivered in cooperation with parents. Similarly, in a project in Austria participants learn about the rights and duties of an apprentice, work contracts, and the expectations of employers and vocational teachers.
- **New immigrants** to the host country can be unaccompanied minors and trainers need to be aware of their specific needs in terms of support, such as help related to housing. The trainers need to understand the background of the unaccompanied minor i.e. their level of education and schooling.

Example ➔

Alternative methods can be used by trainers to engage young migrants and help them to develop competences that can be transferred to the labour market. A Dutch school based project enables young migrants to set their own objectives and activities, e.g. company visits, networking activities, guest speakers from people in the business sectors, politics. The young people have ownership of the project and therefore it has greater impact on their insertion into the labour market. Schools are offered guidance and support as well as training to implement the project.

SECTION 2

FIBA and the systemic approach

Method →

14 – Staff Development

- **Trainers need** to have intercultural competences and an understanding of intercultural and multicultural contexts as they are seen as role models. Teachers and trainers should have experience of working in intercultural settings. It is useful that this experience and knowledge can be passed on to other members of staff through training sessions.
- **Trainers may** come from the ethnic group that the project will work with, although experience from the FIBA project shows that this is not necessary. More important is that educators have empathy backed up by current knowledge relating to available support structures and relevant knowledge regarding national legislation on the rights of migrants.
- **Additionally** it is favourable for staffs to possess vocational competences (acquired through studies or vocational practice), experience of working in educational or vocational guidance as well as a willingness to work with underprivileged target groups from different origins.
- **Trainers can also** deliver training sessions on intercultural skills to supervisors in the work place. The FIBA project delivered diversity-training-courses to companies so that the company staffs are equipped to deal with young immigrants and incorporate them in IVET placements. It is important that staffs have an affinity with young people, particularly those with a migration background and that they have the ability to inspire young people.
- **An important note** is that staffs should have positive emotional wellbeing as it can be challenging working with immigrants, particularly as many have experienced trauma.

Method →

15 – Evaluation of Training

- **Evaluation of training** is not something that just takes place at the end of training. It is important that evaluation starts at the beginning, to identify the competences that the individual has already and through ongoing evaluation know the distance, in terms of personal development, that has been travelled.
- **Teachers and trainers** should use dynamic ways of assessing the skills of migrants by valuing different kinds of experience and knowledge. Most projects in the research apply a broad mix of method. There is room for formal and informal learning, small groups, big groups, internship, exchange with experts and developing a feedback culture.

SECTION 2

FIBA and the systemic approach

- **Very often migrants** do not have any formal qualifications to present to a future employer. A useful strategy is for enterprises that host migrants on job placements to receive advisory services about the target groups. They are then able to test and examine the migrants while on job placement.
- **Another strategy** for teachers and trainers is to conduct a needs assessment with each individual to identify support needs and areas for development. An activity plan can then be created with the young migrant, according to their interests, together with a personal development plan that details pastoral support needs.
- **Screening** should take place to identify the personal profile of the individual, which includes existing qualifications and goals. The trainer can then identify the next steps needed to access the labour market e.g. childcare, recognition of qualifications. One of the most important items is to check the existing competence level of language as most Member States operate a minimum competence level in language in order to access the job market.
- **Trainers can observe** performance to assess the skills of young immigrants who are undertaking vocational training to evaluate competence. In this way, the trainer can assess the participant's skills and define which ones should be strengthened and which ones need to be developed. Additionally the trainer can interview the trainee in order to understand which skills he/she already has.
- **Trainers may also** look at possibilities of adapting or modifying the assessment process to accommodate different language levels of immigrants. In this case migrants may be able to undertake assessment tests more than once, as is the case in one project where immigrants are allowed to write the employment tests twice (and not only once, as it is the case for regular applicants).
- **Trainers can use** a range of Indicators, goals, evaluation mechanisms and benchmarking to measure and compare progress and monitor trends and developments. Evaluation and quality assessment processes have many purposes; to monitor whether the activities have the intended results and to identify relevance i.e. that the teaching methods and the curriculum are in line with the intended aims of the programmes. Methods include gathering feedback from the participants or the families directly involved in the project, tests, interviews and evaluations at the end of training (to understand what participants experience, but also to measure the distance travelled of participants on training courses). Distance travelled in terms of personal, social and vocational competences is measured by using an assessment at the start of the course and another at the end of the programme of activity.
- **Trainers need to** be aware that in some countries, participation in introductory and language courses is obligatory and therefore it is essential that evaluation and quality monitoring takes place to ensure that the time that migrants spend participating in these courses is used in a way that is most beneficial to them.

SECTION 3

RECOMMENDATIONS

This section provides teachers and trainers with an overview of the recommended strategies to be used when implementing steps to integrate migrants into the job market, bringing together recommendations from the Gap Analysis together with the best practices from the FIBA project and the 18 national projects researched by the SAMIN project partners.

16 – Recommendations from the SAMIN GAP Analysis

The SAMIN Gap analysis is based on case-study research of eighteen good-practice projects dedicated to promoting access to vocational education and training and proper jobs for migrants in Austria, France, Germany, Italy, Netherlands and the United Kingdom.

The analysis put forward a number of recommendations to be taken into account by teachers and trainers working with vulnerable migrants. The main recommendations are grouped by target group, collaboration with external stakeholders, service and curriculum offer, and methods of curriculum delivery (*figure 1.1*).

Figure 1.1. Main recommendations from the SAMIN GAP analysis

Target group ➔	<ul style="list-style-type: none"> – Attention towards personal development and aspirations – Focus on letting them take ownership of their own development.
Stakeholders ➔	<ul style="list-style-type: none"> – Involvement of and cooperation with parents, schools, civil society, labour market actors.
Servic + Curriculum ➔	<ul style="list-style-type: none"> – Staff should be role models, dedicated, have intercultural knowlegde, invest in relationships with the target group and stakeholders.
Methods ➔	<ul style="list-style-type: none"> – Embedded in existing structures or organisations. – Long-term cooperation opportunities need to be sought. – Tailored to the needs of the individual. – People-focussed approach whereby the staff s invest in building relationships based on trust . – Empowerment approach whereby young people are guided towards determining their own course in life.

The complete version of the GAP analysis can be obtained from the [SAMIN website](#).

SECTION 3

Recommendations

17 – Recommendations from FIBA

These recommendations are transferable elements.



Top tips for Teachers and Trainers

- Get to know your youngsters!
It is important to build a relationship of trust between yourself and the young migrants. Get to know their cultural and religious background to better understand and relate to them.
- Attention for each individual
When migrants enter the labour market for the first time they may need some additional support. Visit the organisation and speak with the young migrant and the employer about his or her experiences. Appoint a counsellor and /or peer mentor for each individual to provide additional support.
- Dedication and passion
It may sound cliché yet nothing is as important as having dedicated and passionate teacher/trainers who show empathy and understanding.
- Role models
Young people are trying very hard to find out who they are and what it is they want to do in life. Make sure that you, as teacher/trainer can relate to the young migrant and that they can relate to you.
- Intercultural training
Make sure that you are well aware of intercultural settings.



Service and curriculum offer

- Practical experiences
For migrants to make a smooth transition from school to the labour market they need to be trained in employability skills and gain practical experience. It is important to ensure that the young migrant gains such experience through internships, apprenticeships. Also ensure that the migrants' have good knowledge of workplace needs and demands.
- Networking
Migrants often lack a wide social network. This aspect should be taken into account by organising network meetings, internships or apprenticeships or student-employer meetings.
- Ownership
Get the young people involved in the design of the project activities. Let them have a say on what they like or dislike. By involving them you let them steer their own development under your supervision.

SECTION 3

Recommendations

- Person Centred Approach

Offer additional counselling support to individuals who have been excluded from the labour market, to intensively address the underlying issues presenting barriers to people accessing the labour market. The issues considered to be most urgent from the perspective of the young person are to be addressed first.

- Language Focused

A lack of language skills is often a barrier for migrants to (re)enter education or find suitable employment. Check if there is a need among participants to have additional language support.

- Accessibility

Make sure that you reach out to those who are unable to access services. Connect with local organisations to determine the best way forward.

- Group versus individual approach

There is no blue-print for working with migrants. If possible try to combine the two approaches by offering activities in groups plus individual coaching.

- Mainstream if possible, tailored if needed

It is best that migrants take part in regular projects whereby special attention is given to them if needs be (e.g. language training). This way they are not singled out.

- Validation of skills

Value and take into account their previous skills. Although they may lack some language skills, many migrants have gained learning or work experiences in their country of origin.

➔ **Partnerships**

- Existing partnerships

Prior to the project development phase you need to have in mind which partners to involve and what the added-value will be for both parties. What works particularly well is working together with existing partners or accessing new partners through them.

- Team up with employers

Any project trying to contribute to transition from school to the labour market should have employers involved.

➔ **Environment**

- Involving parents

Involving the parents is essential when it involves young people up to 25 years. The parents are often deeply involved in the youngster's career choices. It is also for the parents to have a better understanding about their son or daughter's life decisions. Culture and language are two aspects that need to be taken into account.

SECTION 3

Recommendations

- **Activities in locality**
Activities that take place in the migrants' living environment usually work very well and it is easier to attract participants. They know the environment and feel comfortable in it.
- **Learning in out-of-school setting**
Learning in an out-of-school setting generally works very well as this makes learning fun and less formal and structured. Young people enjoy engaging with people and learning about their real life experiences. When labour market actors are involved it provides also practical input.
- **Learning by doing**
Learning by doing is appreciated by many students who prefer learning methods other than standard text books. You can have the students learn by doing a project in the neighbourhood.
- **Activities take place in one location**
There are some youngsters who experience a high barrier when to organisations. Therefore, organise activities in the locality and have all activities in one location so that youngster can familiarise and feel comfortable there.
- **Collaboration with schools**
When working together with schools it is very important that the schools can have a certain degree of autonomy. The schools need to decide whether the project activities will be part of the curriculum of voluntary activities for their students.

**Sustainability**

- **Job or internship guarantee**
Job or internship guarantees during or after the project are strong incentives for participation.
- **After care**
Projects that involve intensive coaching should include a period of grace after the project lifetime when the teacher/trainer is still available to the youngsters if necessary.
- **Ready-to-use methodologies**
For projects that work on methodologies it is highly recommended to produce ready-to-use methodologies that teachers and trainer can use. Such methodologies are sustainable if they facilitate the work of teachers and other professionals.
- **Document their learning**
Make sure that the migrants' learning is well documented in a portfolio, qualification or certificate so that they can demonstrate their learning. In turn they can use it in their future career.

SECTION 3

Recommendations



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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.