

# **The Clarity Project** **The Overview Report:**

How the project worked,  
and what it achieved

**Written by Point Europa, UK, for the Clarity partnership**

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This report is Result 9 (Overview Report) of the "Clarity" transnational project, a two-year partnership between organisations in seven European countries.

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## **Executive Summary**

Clarity was a two-year, international project to improve workplace training for migrant workers.

The project developed a completely new resource. This enables training centres to create and deliver new workplace training directly in migrant languages, which can satisfy the requirements of employers and regulatory bodies.

### ***Practical content***

- How to work with migrants and their employers
- The skills required: linguistic, educational, cultural
- System for transforming workplace training into migrant languages
- Ideas on accreditation and formal recognition
- Full set of activities and examples

### ***International strength***

The project partnership included experts from seven countries, each with coordination responsibilities. Working together, we produced:

- A training structure that can work in any EU country
- Viable on a huge range of training needs
- Functional for any migrant language

### ***Applicable in businesses and public centres***

The project material is ready to use. It can create new training and information sessions wherever needed:

- Obligatory workplace training (Health & Safety, Food Hygiene)
- Induction sessions for new staff
- Public information sessions (fire safety, child protection)

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# I. Introduction

This Report is a summary of a two-year, international project to improve workplace training for migrant workers. Our work as a partnership has created a completely new resource: the Clarity course. This enables training centres to create and deliver new workplace training, directly in migrant languages, that can satisfy the requirements of employers and regulatory bodies.

The report is aimed primarily at training centres, employers and migrant support organisations. It includes a description of the new resource, with guidance on accessing the full range of material. This is followed by our "internal" history - how the project actually worked - including examples of what we achieved with workers and businesses during the project.

## ***What's it all about?***

The CLARITY project was generated by a real need, first identified in a workplace in SE Cornwall, United Kingdom. The problem is communication (cultural and professional) in workplaces, for migrants who have not yet learned the host-country language.

## ***The future of the project***

We think that Clarity has the potential to offer very significant improvements to workplace training, and has a definite role to play in improving integration and intercultural understanding in our communities and our jobs.

We are already working on developments to the material, including more languages, different training themes, and new users. Across the partnership, we are in contact with companies, schools, advisory bodies and community groups. Clarity has a bright future.

We are grateful to the Leonardo da Vinci programme for the funding to make this project possible.

We hope that you like our work!

## ***The Clarity Partnership***

## II. Background - the need for Clarity

The Clarity project came directly from a real employment situation. The UK partner realised from employer contacts that some migrant workers, who had recently arrived in the country, had no effective English – but were attending legally-obligatory workplace training in that language. The problems are:

- The migrant workers do not understand their workplace, especially the risks and dangers to themselves and their colleagues
- If the migrant workers are providing a service to the public, they may be creating risk for that public, because they cannot fully understand the instructions and guidelines they are given.
- If employers provide training in the host-country language, but the migrant workers do not understand it, there is a strong risk that the police (and insurance companies) will say: in reality, these people have had no obligatory training. The employer has not complied with the law, and insurance may be invalid - both potentially a great risk.

The same situation was discovered in real cases throughout Europe – and so the Clarity project was born. Although the need has been identified so far in 4 European countries, we believe that it can occur very often, in all workplaces. We think that our project will help to address the problem.

### ***Our solution***

We saw a clear need for a training structure which permits basic, initial training to be delivered in migrant languages. This is absolutely NOT a call to stop teaching the host-country language – which remains vital for reasons of integration, professional development and efficient working.

The people who are best able to provide migrant-language basic training are.... migrants. Migrants from the same language group have 100% understanding of the language. We realised that migrants do not only need a simple translation of the basic training – ***they also need a trainer who can understand and explain the cultural differences.*** This is essential, if newly arrived migrant workers are to achieve a fast understanding of the workplace.

## III. How the Clarity course works

### **III.1 What's needed for a successful activity**

The task is to transform existing workplace training into an equivalent version in the chosen migrant language. There are several steps to this:

- Identify the specific training material needed, and the target language
- Recruit suitable migrants and train them as trainers
- Use these migrants to transform the material into the migrant language
- Deliver the material to groups of workers, in their native language

In most cases, training organisations and employers already know what courses are most needed, and what languages. However, it may be that a training centre wants to create new activity without this existing knowledge; then, a survey of employers and their needs is required. Our Handbook does not offer guidance on this aspect, because this is a standard market research / publicity activity, which must be familiar to all successful training organisations.

#### ***What training material can be considered?***

The Clarity concept is based on short duration, basic workplace training. Typical examples are one-day or two-day courses in Health & Safety, Food Safety, and other similar courses. The project partnership tested very different kinds of training (see Section IV.4 for more on this).

In principle, there is no reason why the Clarity method cannot be applied to longer-duration training. The costs and preparation time will obviously increase with greater course length, and a need for higher-level teacher training may become apparent.

#### ***Accreditation, or not?***

The Clarity material will work equally well with formal, obligatory training - as required by national or EU regulations - and with non-accredited training, such as basic customer care.

In the case of accredited training, our project's experience shows that it is possible to translate and transform existing obligatory training, and have the new version fully accredited by the authorities. This means that the Clarity material becomes fully equivalent to the host-country version, giving high value for both workers and employers.

### ***Training outside the basics***

We have received useful suggestions about extending the concept, from employers and government agencies:

- Induction training for new workers in a company - giving newly arrived migrants the basic information about their workplace, its rules, its operational details, in their own language.
- Safety training in workplaces, schools and housing. One example suggested in the UK is Fire Safety training for schools and private homes, probably done at community centres, to give migrants information on safety requirements and recommendations.

### ***What do I need from my migrant trainers?***

Clarity's central core is the training of suitable migrants, enabling them to become training providers in their own language. These people (the "Migrant Trainers") then transform the chosen training material and deliver it.

The main areas of competence required of a Clarity trainer are:

- ***Intercultural competences.*** An understanding of the two cultures (migrant origin and host country) and the ability to recognise, discuss and work with differences.
- ***Translation and transformation competences.*** The ability to take a specific short training curriculum, in the host country language, and transform it into material suitable for migrant workers.
- ***Pedagogical competences.*** The trainees will need to have, or acquire, a reasonable base level of ability as teachers.

These three aspects are considered in detail in our Clarity Handbook.

### ***Identification of Prior Learning***

Individual migrants, like anyone else, often have a wealth of prior experience and knowledge which can be useful in the Clarity work. Our project recognised this potential benefit, and the Handbook offers a full explanation on how to identify and record this Prior Learning, making it available to support the Migrant Trainers' work.

## **III.2 Teachers as learners, learners as teachers**

The Clarity Handbook, together with the additional material on the website, provides detailed guidance on how to find, train and work with Migrant Trainers. These people are the very core of the concept.

### ***Do I need migrants with a technical background?***

Not necessarily. Clarity is about basic workplace training, often one-day or two-day duration. The curricula for such courses are normally set by the existing national regulations and awarding bodies; the task is not to create the training content, but to deliver pre-existing material. Of course, the trainers (and their trainers!) need a reasonable grasp of the subject, but we did not find this to be a problem.

### ***Do I need migrants with good language skills?***

Absolutely, yes. It is vital that the new Migrant Trainers speak their native language fluently, and have a very high level of host-country language. They must be able to work with the cultural differences between the two countries - our course provides a lot of guidance on this. They must also be able to communicate easily with employers, training providers and subject specialists in the host country.

### ***Do I need migrants with a background in training / teaching?***

Not necessarily, though it is very useful. In many cases, our experience on the project showed that migrants with good teaching skills can often be found - this makes cultural and literal translation very much easier. However, the target training content is generally relatively simple, and our Handbook gives full guidance on delivery, including suggestions on methodologies and links to further resources.

## **III.3 The Action Plan**

The Clarity Action Plan provides a step-by-step guide to the creation and delivery of migrant-language training. When used from beginning to end, the training centre will finish the process with a complete new training "package" - Migrant Trainer staff, materials and contacts with the employers who want the training.

The Handbook also provides comprehensive coverage on the Best Practice ways to deliver the final training, in the workplace or elsewhere, to the company's workers.

## IV. The project's history

### IV.1 How Clarity came to be

#### ***Where did the money come from?***

Clarity was part-funded through the European Union's "Leonardo da Vinci" programme, which offers vital support to enable new development of training materials and methods. In this case, it was decisive in creating a brand new resource that has already led to additional, innovative training for a large number of migrant workers, while leaving a valuable legacy for free access by others. (Please see Section V.2 for more on the project's impact).

In the UK, a further grant was secured from Cornwall's "Learning Partnership" to cover the costs of accrediting the centre, trainers and trainees, which meant that fully government-recognised qualifications could be issued through the project. This additional element was wholly outside of the main EU funding.

The rest of the costs were found by the project partners themselves.

#### ***Where did the ideas come from?***

The Clarity project transferred the results of a previous Leonardo da Vinci project, "MUTUAL". The earlier project created a methodology for supporting migrants into childcare, with assessment of prior learning, training gap analysis, awareness of cultural difference, and specific in-depth training on childcare. Clarity focused on the methodology, not the training content, to generate a transfer of the structure of this successful project to a wider field.

The project also used material, experience and ideas from a UK-based project called CONVEX. This was a language-teaching and awareness-raising project, run by the UK partner, to attract migrant workers into training in their new country. It focused in particular on the provision of English classes for migrants from Eastern Europe, but also worked with a large number of other nationalities. The project staff were trained in Information, Advice and Guidance, and used CONVEX to offer general support for training and contacts. Over its lifetime, CONVEX provided advice and language classes for over 400 migrant workers. The relevant parts of the project, especially its approach to involvement by migrants, were used to enrich the Clarity resource.

These two projects formed the basis for the structure and content of the work. The international partnership then used this material as a base to build from, using our own expertise, contacts and resources.

## **IV.2 The international partnership**

**UK - Point Europa** is a training and education charity. It runs a wide range of development and support projects, including workplace training in general, and provision of English Language classes for migrant workers. Point Europa was the project leader overall, carried out pilot testing on the material, and was also responsible for the work on links to VET structures.

**Austria - Volkshilfe Steiermark** is one of the largest non-profit-organisations in the Styria region as regards Health and Social Care and Childcare. Volkshilfe was responsible for the initial research into the needs and opportunities of migrant workers.

**France - Pistes-Solidaires** is a non-profit organisation aiming to promote intercultural exchanges and educate young people and adults to give them the capacity to become active citizens. The organisation promotes non-formal education and lifelong learning to all. Pistes-Soldaires carried out pilot testing on the material.

**Germany - INIT Developments** specialises in the conception, application, implementation, evaluation and dissemination of EU projects in the fields of education, regional development and labour market policy. INIT was responsible for the Quality Assurance aspects of the project.

**Hungary - TREBAG Property and Project Management Ltd** is a research and adult education centre and has wide experience in the participation and the management of both national and European projects. TREBAG was responsible for the transfer of material from the source projects, including writing the Handbook, and carried out pilot testing.

**Italy - CESIE** is committed to the promotion of cultural, educational, scientific and economic development, through the use of innovative and active tools and methods, at the local and international levels. CESIE was responsible for the coordination of the pilot testing work, and carried out pilot testing itself.

**Rumania - Soros Educational Center Foundation (SEC)** is a non-profit organisation providing non-formal educational services for adults. SEC supports community and economic development, one of its concerns being the inclusion of disadvantaged groups. SEC were responsible for the publicity, printing and "dissemination" activities of the project.

### **Silent Partner from Switzerland**

**Ariadne HESS** is a training and education organisation. It offers various training courses for adults concerning learning skills, relaxation and motivation. ARIADNE is also managing various mentoring programs. Ariadne was a non-funded partner, providing additional experience and skills to strengthen the project.

### **IV.3 How we worked together**

The partnership was split between four "Core Partners" (France, Hungary, Italy, UK) who ran the pilot testing and training and three "support partners" who provided expertise in Research (Austria), Quality Assurance (Germany) and publicity work (Rumania). We met four times over the course of the two years, in each of the core Partner countries.

The project first looked at existing provision and the need for the new resource; we then transferred ideas and structures from prior projects; we created a new draft training structure and tested it. Finally, we published a set of materials, including this current report.

#### **The Core Partners**

Each of the four partners identified local needs in workplaces, selected the most-needed migrant language, and created a new testbed for the project, in conjunction with employers in their areas.

#### **Creation of the draft materials**

The Hungarian partner took material from two successful previous projects and used it to create a draft set of materials for Clarity, as described in section IV.1 above.

#### **Quality Assurance**

Our specialist German partner ran a series of in-depth evaluations on the processes that we used: our meetings, our communications, the timescales and completion of the various bits of work. This Internal Evaluation covered our organisation and our work together.

The External Evaluation - looking at the benefits and quality of our results, and their application to real life - was carried out through Clarity Forums in each of the core partner countries. These were small groups of specialists in the migrant worker / employment / training fields, recruited by the partners to support the project.

#### **Publicity work**

Our specialist Rumanian partner coordinated the work of publicising and distributing our materials to interested parties in each country - called "Dissemination" in the EU jargon. We included media releases and wide-ranging mailshots, but focused in particular on identifying and contacting the specific organisations with a direct interest in our work. This was done through the creation of Local Network Directories in each country, listing the contacts and their interest in Clarity.

## **IV.4 The activity in each country**

The four Core Partners chose a wide variation of topics and languages, and showed that the basic Clarity concept can work well across a range of needs, and indeed across a variety of national and cultural boundaries within Europe (see more on this below). The Clarity Handbook includes detailed description of the activity in each country, so only a brief summary is given here.

### **France**

The French partner worked in the restaurant sector, with Vietnamese immigrants to Marseille. The migrants do not speak French, and were unable to access the existing French training in food hygiene. They were not aware of the French hygiene rules, and one restaurant had failed an inspection and faced closure.

3 Vietnamese migrants were found who spoke French. They were trained through Clarity as trainers, and sent on the relevant accredited course, on food hygiene and safety. Once trained, the three new "Migrant Trainers" gave basic training to 23 Vietnamese workers, in their own language, in the restaurant sector. The restaurants involved are now able to display the Quality Asia label, certifying food hygiene and safety in their restaurant - their operational mode and their image is clear in customers' eyes and mind.

### **Hungary**

The Hungarian partner worked with the construction industry, and the large numbers of Rumanian migrants who work in this sector, but speak little or no Hungarian. The majority of the migrants have experience in construction work, but no training when they arrive. This is a serious issue as regards Health & Safety in this often dangerous work. Although obligatory training is provided in the sector, it is in Hungarian; those migrants who only speak Romanian do not receive adequate work safety training and are at risk.

The Clarity project worked with three trainers to adapt the Health & Safety material into Rumanian, and then tested the new resource in two training events.

### **Italy**

The Italian partner worked with migrants from a number of North African countries all able to communicate in French but with limited or no Italian.

The training focused on road safety and driving licence requirements. Sicily has a very high level of inward migration; jobs are very hard to find, and a driving licence and relevant knowledge can be a key advantage in finding work.

Five migrants (from Senegal, Ivory Coast, Morocco and Mauritius) were recruited and trained as Clarity Trainers; they learned about technical and legal requirements in this field, and received basic training as teachers. They then provided training to a larger group of migrants from Senegal, Ivory Coast, Ghana, Nigeria, Tanzania, Mauritius and Morocco.

## **United Kingdom**

The UK partner focused on Food Safety in manufacturing, and worked with Polish migrants into Cornwall.

The organisation recruited 5 Polish migrants, all with a very good level of English and most with teaching /training qualifications from Poland. The course gave the participants accredited training as trainers, and provided registration and training in Food Safety in Manufacturing.

The new Migrant Trainers planned and prepared their sessions and delivered the training to groups of workers in the sector. This training was also fully accredited, so the trainees received UK-government recognised certificates.

The 5 migrant trainers are now fully accredited as professional trainers; a large number of workers in food factories have received fully accredited training; the project has created a completely new VET training resource and delivered it in workplaces.

## **V. The Benefits of our Project**

### **V. 1 Links to Vocational Education and Training**

Contact with our national Vocational Education and Training systems was a key element in the project from the start.

Whether our work could be accredited as a recognised qualification or not, we had the obligation to ensure that our new resources reached as many interested parties as possible. We agreed at an early stage that there would be ***no copyright restriction or fee***. The whole Clarity resource is freely available to training centres and any others who can make use of it. All we ask is an acknowledgement of our efforts when used by others.

Each core partner was tasked with identifying and contacting the relevant VET authorities and delivery organisations in their countries, to seek recognition for Clarity. A full description of the results is contained in our separate report on this - please see the website for a copy.

### **V. 2 The Impact of the project**

Clarity came from a real need, identified by employers of migrant workers. Over the course of the two years, we have directly impacted on a very large number of individuals and organisations: this varies from supporting individual migrants into new training work, up to delivering fully accredited training to factory employees in their workplace.

We are very proud of the success of our project. For a full description of the impact we have achieved, please see our separate report on the website.

### **V.3 The European-level benefits**

Clarity has created a pan-European structure, able to work in a range of countries and for very different languages and training needs. Our project has been a living proof of the benefits of "Strength Through Diversity" - the fact of wide variation, and flexible adjustment to national systems, shows that the project will be useful right across the EU. Our international partnership gave us the benefits of sharing huge experience, and an opportunity to link our contacts with the real needs of residents in our countries. We could not have achieved this success in one country alone.

## **VI. List of Resources**

This is the full list of our published resources, all available free on the Clarity website: [www.clarity-project.org](http://www.clarity-project.org)

- Publicity / introduction leaflet. An outline of the project.
- State of the Art Report. A summary of existing provision in our countries, highlighting the need for the new training
- State of the Art Report, background information. Full statistics, references and background reading on this subject
- Routeways. A research report on the steps needed to enable migrants to become trainers in their new country.
- Pilot Testing report. A full description of the testing process that we used, and how the results were shaped by the participants and specialists involved.
- The Clarity Handbook. This is the core resource that we created - a complete training manual for training centres.
- Additional material for training centres. This is a range of additional resources and ideas, supplementary to the main Handbook.
- Overview Report. How the project worked.
- Impact study. Who we helped, and how.
- Links to national VET structures. A description of our efforts to link Clarity to the wider world of Vocational Education and Training.

**All available free at: [www.clarity-project.org](http://www.clarity-project.org)**