



Training Needs Analysis & Good Practice Report



Report

Training Needs Analysis & Good Practice

Young Immigrants in Northern Ireland (UK), Spain, Sweden, and Ireland

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This report is based on national reports from the countries above, with contributions made by the following organizations:

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Fundación Laboral del Metal	Spain
Folkuniversitetet	Sweden
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1. Overview and key conclusions

The partners in the project have carried out desk research to determine the situation of each country regarding migration demographics and education/employment trends among young immigrants. On-line questionnaires have been used to gain information from professionals and stakeholders and a direct questionnaire has been used to gain information from the young immigrants. Besides this, focus groups have been conducted in the four countries with young immigrants.

The development of materials for training needs analysis has included:

- Online trainers' needs assessment
- Online questionnaire to experts from both VET/ voluntary sector training providers and policy makers
- Direct questionnaire to young immigrants
- Focus groups with young immigrants

Below follows a short notion of the key conclusions made from the interviews and questionnaires with the involved professionals and young immigrants.

Adequate language skills

It is very evident that language skills are still regarded as a fundamental factor when trying to integrate into a new society and culture. The awareness with the young immigrants is very high regarding language skills, not only language skills in general terms but also in terms of official language (legislation, civic rights, employment rules etc.) and occupational language (specific language and terms in the desired occupational choice).

Employability skills

Education and training is seen as major components regarding employability, many of the young immigrants feel there is a need to get proper employability skills either as a means to be able to initially enter the labour market or to strengthen their position in their present work. One of the most common barriers is the strong competition in the labour market.

Strong social network and community connections

Creating immigrant networks, organising meetings with immigrants who have already been successful in the destination country, creating web-based forums, etc., constitute opportunities to exchange information and experiences about searching for employment and the culture and habits of the destination country. Social networks constitute an important source of information about existing employment and niche jobs. Improving social connections can accelerate both the job search and adaptation to a new environment.

Built on the individual

The counselors interviewed agreed that advising should be focused on individual needs and should not be generic. It is essential to work individually with each immigrant, taking into consideration each person's personal circumstances and situations.

Organisations and stakeholders who succeed are those who take a proactive approach with not just immigrants but also with the host communities.

2. Introduction

FfW aims to increase the integration of young immigrants into the labour market of their host countries by producing a multilingual, multicultural training course which will allow them to acquire the basic competences and transferable work skills needed to open up progression opportunities either directly into employment and/or to further vocational qualifications. A secondary aim is to make VET providers more aware of the variety of needs within the migrant population and thus better equipped to support this subgroup.

Thus, our specific objectives include generating an up-to-date analysis of the needs of this particular group relating to standards in basic competences; transferring and adapting the existing FfW course materials into a multimedia DVD and resource pack for VET teachers and thoroughly testing it with both migrants and trainers.

To deepen partners' existing knowledge of the training needs of young, migrant workers with low educational attainment and of the perceived and real barriers to them gaining fulfilling employment in their host countries.

On the basis of this knowledge to:

- Provide a well-grounded basis for the development of the training course
- Propose principal themes and module titles for the new learning materials in Foundations for Work course
- Identify and disseminate good practice within the VET and voluntary sector on responsive strategies for the promotion of basic competences in the target group

Incorporate country reports and baseline audit into a training needs analysis and good practice report which compiles information on successful or commendable initiatives, proposes principal themes and module titles for new learning materials in course, identifies and disseminates good practice within VET and voluntary sector on responsive strategies for promotion of basic competences in target group.

3. The situation of young immigrants regarding education, employment and civic inclusion

3.1 Ireland

In Ireland, as McGinnity et al (2011) shows, the share of early leavers from education between age 20 to 24 is 10, 4% for non-Irish nationals (9, 4% for the Irish). English speaking non-Irish 15-year-olds have similar mean achievement scores in English reading as Irish nationals. However, non-English speakers score much lower. Regarding social inclusion it was noted that the incomes of non-Irish are slightly lower than those of Irish nationals.

There seems to be a lack of information on migrant youth as distinguished from the wider migrant population in Ireland and information on non-EU migrants is also scarce, this is also evident in the other participating countries. Access to education of non-EU citizens is a problematic area. According to the Migrant Rights Centre Ireland (MRCI) (2011), the Irish immigration system presents significant barriers to children of non-EU migrants born outside of Ireland but who have settled here. The immigration policy regarding these children is inconsistent, unfair and does not recognize the situation of children who have settled in Ireland, even if their parents were granted citizenship or permanent residency. At the age of 16 they get the status of an international student, which is not renewable if the person does not remain in formal education. Therefore, after finishing secondary education these young people might not have the right to stay in Ireland. Those who wish to continue their education at third level face about two or three times higher tuition fees than an Irish national would. Due to the immigration policies many children of non-EU migrants are also required to have an employment permit if they wish to enter the labour market.

According to McGinnity et al (2011), among non-Irish nationals the unemployment rate of young people is not higher than for the rest of the non-Irish population. However, males have a higher unemployment rate than females.

Immigration now greatly exceeds emigration in several peripheral EU countries traditionally characterized by high rates of emigration. In the past 15 years or so, Ireland, traditionally a country of emigration, has experienced one of the highest rates of inward migration of all OECD countries. The challenge is both to respond in the short term to the needs and rights of these new members of our societies, and to address in the medium to long term the task of building a new society in which place of origin and ethno-national identity are no longer the sole defining factors of identity (Mac Éinrí, Piaras. The Challenge of Migrant Integration in Ireland. *IJMS: International Journal on Multicultural Societies*. 2007, vol.9, no.1, pp.75-90. UNESCO. ISSN 1817-4574).

The Department of Education produced an Intercultural Education Strategy, 2010- 2015. This strategy outlines the key components at a national policy level and the necessary environment

on the ground in educational institutions across Ireland. However the strategy is non prescriptive and unfortunately is under-resourced, leaving it without any real impact.

Sadly, most efforts towards putting an infrastructure in place to assist immigrants to integration have been abandoned in the past 3 to 4 years as a result of the economic crisis.

In Ireland, since 2008, employment fell by 40% among non-Irish nationals versus 10% among Irish nationals (*Peter Szlovak, Head of Policy & Research, The Integration Centre*). As is the case in many countries, immigrants are over represented in the unemployment statistics.

There are specific obligations placed on non-native English speakers to improve their language skills and to maintain their rights to access job seekers social welfare payments.

There are two main challenges here both closely interlinked. The economic downturn has had a profound effect on the ability and desire of the responsible authorities to promote and provide for the needs of young immigrants in terms of education and employability.

3.2 Northern Ireland (UK)

As in Ireland there is a lack of evidence in the UK that distinguishes the situation of young immigrants from the wider immigrant population, and even less that identifies those from non-European countries, highlighting a need for evidence to appropriately explore the needs of this group.

Information available with regard to primary education shows that the community and the school population itself have a significant impact on successful inclusion work. Noting that the concept of an inclusive education is ill defined, Grace Reynolds' (2008) research undertaken with two primary schools concludes that although wider exploration of inclusion experiences across more schools is needed and that each approach must be context based and specific to each school, a focus on the diversity of identities of students could relieve the attention on more divisive identity categories, such as ethnicity or country of origin, creating positive relations between diverse groups (Vertovec 2006, 2007).

In 2005 the Home Office Integration Strategy defined integration as *'the process that takes place when refugees are empowered to achieve their full potential as members of British society, to contribute to the community, and to become fully able to exercise the rights and responsibilities that they share with other residents'*. That said, a policy primer discussed by the Migration Observatory of the University of Oxford (www.migrationobservatory.ox.ac.uk) notes that while some new arrivals to the UK access employment, accommodation and any services they need without delay, and begin to build new social networks, others do not. Public perception is that some migrants are unwilling 'to integrate' to learn English or mix socially with people from outside of their immediate community, and there is no clarity around the reasons for this.

It further highlights the fact that in the UK academic and policy debates the term integration is still not universally accepted. It continues to carry connotations of assimilation: in particular, a concern that the key focus of interest is whether migrants will become culturally similar to the rest of the population and the normative judgment that they ought to do so.

Still, migrant pupils may also be struggling in school for different reasons than their peers. Here, schools retain wide discretion on whether or not to address the specific needs of migrant pupils, their teachers and parents, and monitor the results. Without clear requirements or entitlements, pupils do not get the support they need throughout their school career and across the country, especially in communities with many immigrants or few resources. Migrants are entitled to support to learn the language, but frequently it is not held to the same standard as the rest of the curriculum. Hardly any countries have systems to diversify schools or the teaching staff; most schools are therefore missing out on new opportunities brought by a diverse student body.

Added to this, an Independent Inquiry by the Higher Education Commission (2012) notes concerns around how changes to immigration regulations may negatively impact international demand for higher education opportunities. It advises against spending cuts noting that this is a key area of competition for the UK and raises the importance of career progression opportunities for post-graduates to make staying in the UK a more attractive proposition.

MIPEX notes that from 2007 to 2010, there have been improvements and immigrants received greater labour market support. Countries sometimes used opportunities in EU law to improve their legislation and more established countries of immigration made progress on targeted support measures.

3.3 Spain

Immigration in Europe continues to rise, Spain, however, is the exception amongst European countries due to the recession the country is experiencing. The flow of immigrants into Spain fell as early as 2010. That year, approximately 430,000 people came into the country, 8% less than in 2009 and 40% less than in 2008 (almost 700,000). (*Perspectivas sobre la Inmigración 2012*. Organización para la Cooperación y el Desarrollo Económico (OCDE).)

At the end of 2010, there were 4.7 million unemployed, of which 32% were immigrants. Between 2008 and 2011, the number of young people that neither study nor work in OECD countries rose substantially; Greece and Spain are at the top of the list. Over half of the young people between the ages of 15 and 24 in Spain that neither work nor study are immigrants. Spain has the highest rate of young people that neither work nor study in the OECD (38%) followed by Greece and Italy.

The unemployment rate amongst foreigners, approximately 30%, will continue to rise in upcoming years. The difference with regards to national workers, which had been 2-5

percentage points during periods of strong immigration, has reached 13 percentage points and continues to be the highest difference in the EU after Estonia. The widening of this unemployment gap between foreigners and nationals is dangerously close to becoming chronic if actions are not taken to re-balance the disadvantages faced by immigrant groups and prevent the formation of unemployment poverty marginalisation pockets.

More specifically, immigrant groups must be a prime objective in order to improve their capacity to join the workforce and maintain their jobs, improve professional training, qualification and inclusion, and promote the creation of businesses and the entrepreneurial spirit. (Inmigración y mercado laboral: antes y después de la recesión. Obra Social La Caixa. 2011.)

However, the inclusion of immigrants into the welfare state, either through contributory processes or assistance is limited. Opportunities for immigrants are determined mainly by employment inclusion. Because part of the immigrant population works within the informal economy they only have access to health care services through city halls and social organisations. The children of immigrants have access to the educational system until they reach legal age and within compulsory education, although most are concentrated in certain public centres, where segregation is sometimes present. (Inmigración y Estado de Bienestar en España. Obra Social La Caixa. 2011.)

The future perspectives of immigration in Spain are extremely dependent on the evolution of the economy. While international migration flow will continue in upcoming years, Spain's situation will depend on the state of the economy. In the medium or long term, with low demographic growth rates, it seems that immigrant labour may gain importance during a new expansion of the economic cycle.

Opportunities for immigrants are largely determined by legalisation of resident status and access to employment. Because part of the immigrant population works within the informal economy, many immigrants only have access to health care services through city halls (mainly social services) and social organisations. With regards to education, immigrants who are minors have the right (and obligation) to be schooled within the Spanish educational system.

Doubtless, the most common obstacle according to immigrant groups is competition in the labour market. Immigrants must be prepared to compete with national candidates (more qualified and experienced in the national labour market). At the same time, they encounter many obstacles when attempting to access training courses, which requires time and effort on their part.

3.4 Sweden

Every third person (33%) between 19 and 24 years and born abroad is out of work. Three years ago it was about every fifth person (22%). Among those born in Sweden the proportion doesn't

increase as much. 2008 the unemployment rate was 15% compared to 21% 2011. The proportion of young long-term unemployed immigrants is twice as high as for Swedish born young people. More than every fifth (22%) of the foreign born between 19-24 years have not completed upper secondary school. The comparative figure for Swedish born in the same age-span is 13%. (Sweden Statistics, Integration – utrikes födda på arbetsmarknaden).

Since employment rates are significantly lower among the foreign born, it could have major implications for future employment and thus also for the future dependency ratios. An increase in the proportion of the employed among the foreign born, however, would be able to have a positive impact on the dependency ratio. It is thus of great importance that working age immigrants to Sweden has established themselves on the Swedish labour market.

Those who immigrate to Sweden immigrate for various reasons, such as to seek asylum or to work. In addition, many come to Sweden to reunite with their family members. That they come to Sweden at different times, for different reasons with different backgrounds makes the group of foreign-born a very diverse group.

It therefore seems to have become more difficult for low-skilled young immigrants to compete for the less skilled jobs. Meanwhile, workers have become more dependent on getting jobs they are qualified for, if education is to pay off financially. Foreign-born works to a lower extent than Swedish-born, and it takes longer for the newly arrived immigrants to establish themselves in the labour market.

The difference between groups from different parts of the world is great. People from the EU countries and Latin America, is working in much the same extent as the natives. People from Africa and Asia find it most difficult to get a job. Among them are high percentages that neither work nor study.

"Over Educated" immigrants are collectively far more common than the natives. The men are in the majority among the over-qualified. Especially men from Africa and the Middle East find it more difficult to find a job than women from. For migrant Europeans the matchmaking on the labour market is more like the natives. Compared to the European labour market, the employment rate is high, especially for women. Sweden stands out negatively by higher unemployment among immigrant men and women, as well as among young adults. The worst is that for young immigrants with low education. For foreign-born who lived in Sweden for over ten years, the picture is much brighter, and corresponds roughly to the work situation in Europe. (Vid arbetslivets gränser, Sysselsättning, matchning, barriärer (1974-2010).

The main policy overseeing the Swedish system for adult education is that it should be in principle open to all, and the only real limitation on access to adult education is that the student should be a resident of the country. The other main principle is that the system is voluntary, and relies on the motivation of the students to study for their own personal and social development.

The national adult education system includes municipal adult education (basic education for adults, upper secondary education), education for adults with learning disabilities and Swedish tuition for immigrants (known as SFI).

The policy surrounding liberal adult education is based on the idea that it should be available for everyone in society, but should primarily reach out to adults with little formal education. The policy is intended to create an open climate of discussion, respect for different mind-sets and democratic approach with the aim of creating a low threshold for people wishing to join liberal adult education activities. Although the government provides financial support, liberal adult education organisations are free to shape their own activities based on their own overall objectives. This freedom is of central importance to understanding the role liberal adult education wish to take in Swedish society, as it is seen that this freedom from governmental control and the strong ties to the non-profit sector can make liberal adult education a force for societal change. (Folkuniversitetet, Folkbildning)

4. Educational system

4.1 Ireland

The Department of Education produced an Intercultural Education Strategy, 2010- 2015. This strategy outlines the key components at a national policy level and the necessary environment on the ground, in educational institutions across Ireland. However the strategy is non prescriptive and unfortunately is under-resourced, leaving it without any real impact.

It is widely recognised that Ireland has had a laissez-faire attitude to integration (Boucher, Gerry *Ireland's Lack of a Coherent Integration Policy in Translocations Migration and Social Change* Volume 3 (Issue 1) Spring 2008). Sadly, most efforts towards putting an infrastructure in place to assist immigrants to integration have been abandoned in the past 3 to 4 years as a result of the economic crisis.

In Ireland, since 2008 employment fell by 40% among non-Irish nationals versus 10% among Irish nationals (*Peter Szlovak, Head of Policy & Research, The Integration Centre*). As is the case in many countries, immigrants are over represented in the unemployment statistics. There are specific obligations placed on non native English speakers to improve their language skills and to maintain their rights to access job seekers social welfare payments.

It is our experience, as a Non-Governmental Organisation working with migrants for over 12 years that there is few significant government led initiatives to support the integration of immigrants in the educational system or labour market. European Union funded projects have had some impact in this regard. Statutory English language classes, universally agreed to be essential for the integration of migrants, are generally oversubscribed with service provision being supplemented by the NGO sector.

Education is compulsory for children in Ireland from the ages of six to 16 or until students have completed three years of second-level education. The Irish education system is made up of primary, secondary, third-level and further education. State-funded education is available at all levels unless you choose to send your child to a private institution. However, there are financial and of course opportunity costs associated with attending education.

There is a legal requirement on all children until the age of 16 to attend formal education. During their final two years in the senior cycle, students take one of three programmes, each leading to a State examination - the established Leaving Certificate, the Leaving Certificate Vocational Programme or the Leaving Certificate Applied. The established Leaving Certificate is the main basis upon which places in universities, institutes of technology and colleges of education are allocated. The Leaving Certificate Vocational Programme differs from the established Leaving Certificate in placing a concentration on technical subjects and including additional modules, which have a vocational focus. The Leaving Certificate Applied Programme has as its primary objective the preparation of participants for adult and working life through relevant learning experiences. This aim to develop the following areas of human endeavour: spiritual, intellectual, social, emotional, aesthetic and physical. The Leaving Certificate Applied is not recognised for direct entry to third-level courses but it can enable students to take Post-Leaving Certificate courses (<http://www.citizensinformation.ie/en/education>).

4.2 Northern Ireland UK

In 2005 the Home Office Integration Strategy defined integration as *'the process that takes place when refugees are empowered to achieve their full potential as members of British society, to contribute to the community, and to become fully able to exercise the rights and responsibilities that they share with other residents'*.

It is a legal requirement in the UK for all children to be in full-time education between the ages of 5-16 (this will raise to 18 in 2015). Pupils usually attend primary school from 5-11 and secondary school from 11-16. There are further education options from the ages of 16-18 either at specialist further education colleges or within, what is known as, the 'sixth-form' at secondary school.

State schools are required to teach the National Curriculum in England, Wales and Northern Ireland until pupils are 16, with the exception of Free Schools and Academies, which are state funded but independent of local authority control and allowed to devise their own curriculum. Broadly speaking the National Curriculum covers the following subjects: English, mathematics, science, design and technology, information and communication technology, history, geography, modern foreign languages, music, art and design, physical education, and citizenship. Pupils are divided into year groups from Year 1 to Year 11 and within that are broken down into 4 'Key

Stages' of learning. At the end of the secondary education pupils usually take exams in a range of subjects at the level of General Certificate of Secondary Education (GCSE). If they choose, pupils may continue state funded education and take the exams known as 'AS'-Levels after one more year of study and after that, pupils may take 'A'-Level (Advanced Level) exams, which form part of the admissions requirement for university entrance in the UK. There are further choices of qualification and study available.

Independent and International Schools are not required to follow the National Curriculum and are free to devise their own teaching systems, although many Independent schools do choose to follow the curriculum set by the state and also offer a similar examination programme i.e. GCSEs and A-Levels. Some also offer alternative examinations and qualifications systems such as the International Baccalaureate (IB), International GCSEs (iGCSE) and the Pre-U. International Schools are free to offer a wide range of international programmes from the IB to the American education system.

Education is compulsory in the United Kingdom for children aged between 5 and 16 (starting at age 4 in Northern Ireland). This includes all children, whether they are UK nationals or not. Most children here attend state schools, although there are also private schools, which charge high fees per child. The state schools are funded by the local education authority (LEA) for the area. These schools are open to all children, regardless of their nationality or religion and they are free to attend. Dependent on which area of the UK the school is in, children may need to sit a test and meet academic entry requirements to be granted a place at a certain school, but most schools will not test children first.

Access to schooling is, therefore, one of the most important rights for any foreign national seeking to build a life in the UK with their family, and more than this, it is a requirement for any child of school age.

Non-EEA children however do not have the same rights to attend a state school. Each LEA has a different school admissions policy that varies according to the council, local population issues etc. As a consequence of funding and higher population issues, some LEAs have now imposed a strict policy where they will not admit migrant children to primary or secondary school if there are only 3 months or less remaining on the current visa of the parent or child.

As an EEA or Swiss national, you have the right to live and work in the UK (known as the 'right of residence') if: 1. You are working here (and have obtained UK Border Agency permission to work if this is required - see below); or 2. You can support yourself and your family in the UK without becoming an unreasonable burden on public funds. When you enter the UK, you must show your passport or national identity card. If you have a right to live in the UK, your family may join you here.

If you are a national of Bulgaria or Romania, you **must** obtain UK Border Agency permission in order to work here. You may need to obtain an accession worker card, or you can work under the Seasonal Agricultural Workers Scheme (SAWS) or the Sectors Based Scheme. You do not need UK Border Agency permission to work in a self-employed capacity. However, you can apply for a registration certificate to confirm your right to work as a self-employed person in the UK, if you want to do this.

When you have been working legally as an employee in the UK for 12 months without a break, you will have full rights of free movement and will no longer need permission to take work. You can then get a registration certificate confirming your right to live and work in the UK, although you do not need to do so.

If you are a student in the UK, you can take employment for up to 20 hours a week during term time and full-time during vacation periods from your course, but you **must** first obtain a registration certificate confirming that you are a student. To work in the UK you need a National Insurance number available through Jobcentre Plus.

<http://www.ukba.homeoffice.gov.uk/>

4.3 Spain

In Spain we can distinguish between various systems of educational and vocational training. One type is **Academic or Regulated Training**: training provided in state schools or government funded private schools. Within this type of training, compulsory education is completed from the ages of 6 to 16, leading to the Compulsory Secondary Education certificate. Later, vocational training or university studies may be completed.

Another type of training is **Training focused on employment**. Legal immigration status is necessary in order to access this type of subsidised training.

NGO's also offer training for users based on their needs, to help immigrants who don't have access to training so they may acquire the necessary skills to enter the labour market, but often limited to the official accreditation of the qualification obtained.

The Spanish educational system is comprised of levels of compulsory education (primary and secondary: up to 16 years of age) and levels of superior education (vocational training, baccalaureate and university education).

Access to compulsory education is a universal right and obligation. Children under the age of 16 are integrated in the educational system by assigning them to the corresponding level depending on age, educational level and linguistic skills (in the case of foreigners).

In order to access higher education levels, the previous levels must be completed. This makes it harder for immigrant students with lower levels of study or linguistic deficiencies to continue within the educational system and access higher levels.

According to studies provided by EUROSTAT, the number of foreign students who leave school during secondary education or baccalaureate - particularly ones from Latin America and Africa – is significantly high in Spain compared to other countries, and this poses new challenges in terms of integration and accessibility of the system. Parents, students and teachers experience stress and tension caused by new learning difficulties, excessive diversity of educational levels, problems related to sociability and integration, etc., which require specialised human resources and specific strategies. The problems posed vary depending on the students' country of origin, the parents' socio-economic status, the ratio of these types of students in each centre, etc. External support received by the school is also a determining factor, particularly support from immigrant organisations and institutions specialised in integration.

4.4 Sweden

In Sweden the formal pre-higher education lasts for 12 years and is divided into 9 years compulsory school education and a 3 year high school or as it is called in Sweden – gymnasium. The higher education is organised according to the Bologna process divided in 3 years bachelor and 2 years master.

Due to a reform in 2002 vocational education has been elevated to a post-secondary level, in other words the same level as higher education but not academic. This system has replaced the initial vocational education that was provided parallel to the gymnasium.

Pre-vocational education is provided to adults who want to enter the higher vocational education at the municipal level. This is called Komvux.

SFI – is training in the Swedish language for immigrants, which is compulsory for all immigrants who want to enter the (pre) vocational education. The SFI language training is divided into 3 levels: Level 1 for illiterate immigrants, Level 2 for immigrants who have gymnasium education from their country of origin and Level 3 for those immigrants who have post secondary education from their country of origin. To enter vocational education immigrants need the equivalent to gymnasium or Komvux and a language certificate.

Non-profit organisations focused on integration of immigrants provide different types of courses such as IT literacy, motivational courses and in some cases also requalification courses. The main problem of these courses is very low motivation of immigrants because of the high demands of the education and labour market systems in Sweden. In order to get a certificate for cleaning the person has to speak good Swedish, have a formal training certificate and often have a driving licence.

According to many stakeholders one of the main obstacles for immigrant women is high childcare allowance, because many women prefer to receive this allowance instead of studying.

Sweden also has a strong history of a non-formal system of adult education, which falls under the umbrella term of **folkbildning**. The term 'folkbildning' is difficult to translate into English. It is sometimes translated as liberal or popular adult education. However the specific conceptual foundation of 'folkbildning' extends beyond the more formal term adult education'. The system is largely divided into two means of provision, **folk high schools** and study **associations** although there are at present considerably more folk high schools than study associations (150 folk high schools to 10 study associations in 2010).

5. Method

Methods used have been semi-structured and open questionnaires; open questionnaires for teachers/trainers and experts/stakeholders; and semi-structured questionnaires with open and closed questions for the young immigrants. The surveys for professionals and stakeholders were on-line questions, sent out to the respondents via e-mail. The goal was to get 20 answers from the group of young immigrants in each country, in all 80 answers. For the young immigrants the survey was conducted in an interview form with the questionnaire as a guide.

The subject of the research is the situation of immigrants on the labour market. The special concern is the fact that immigrants face serious, systemic labour market disadvantages, such as discrimination, lower job security and poor access to training, and the vast majority are working in jobs inferior to their skills level. It is assumed that the proper trainings, prepared according to the real needs of immigrants facing labour market disadvantages, can help them overcome the labour market barriers and it can enable them to gain employment at the appropriate level. Therefore the general objective of the research is to develop training resource to help young immigrants to overcome barriers (discrimination, lower job security, poor access to training) and "upgrade" their employment level and so to improve European labour market facing intensive worker mobility.

Training Needs Analysis aims at gaining an in-depth understanding of the barriers facing young immigrants in partner countries and the practical ways in which they can be overcome. It will involve both objective information about supply and demand of immigrant training and support as well as subjective information involving immigrants' own views and opinions on their needs. Therefore the general research objectives are:

- To gain a deeper understanding of current immigrant attitudes and perceived barriers and obstacles to gain fulfilling employment at the appropriate level;
- To gain a thorough understanding of immigrants' training needs to enable them to gain employment at the appropriate level.

5.1 Research method

A three-stage research plan has been implemented for this problem analysis:

- Studies of immigration data: such as EU reports, analysis, statistics, other companies' reports etc. to identify immigrants situation and barriers they face on the labour market prior to definition of further research objectives;
- Focus Group Interviews to collect qualitative data. For the qualitative data obtaining the focus group was chosen as the interview technique; Focus Group Interview was employed for better understanding of immigrants' constraints concerning labour market and employment experiences.
- Survey questionnaire for getting deeper in the problem; conversation topics:
 - Barriers on the labour market
 - Training needs and adaptation
 - Reasons for not undertaking training
 - How immigrants identify their training needs and decide the kind of training to undertake
 - Best practices

5.2 Data collection

The main information source was immigrants themselves. Focus Group Interviews were organised based on the questionnaire for the young immigrants, and took place in all countries involved (Ireland, UK, Spain and Sweden).

The survey questionnaires for professionals and stakeholders were designed as a web-based tool in three different languages (English, Spanish and Swedish) on a web platform. Data gathering was closed on February 14 in all countries. The questionnaires for the young immigrants were conducted as personal interviews.

6. Survey, young immigrants, interviews and focus groups

The focus groups consisted of six young immigrants and were conducted in the four partner countries. The group discussions used the same questions as in the questionnaire for the young immigrants.

6.1 Results in Ireland

In Ireland, the results from the questionnaires and focus groups give us the impression that the young immigrants are quite content with their situation regarding education, work and social inclusion.

There are, in their opinion, good possibilities to improve skills such as language skills and occupational skills by attending language classes and training in various companies. The majority

of the respondents have stated this in their answers and the results are shown in the tables below.

It also becomes quite evident from this material that the young immigrants are very aware of the importance of language and communication, not only spoken but also in writing. They also express the importance of being motivated to achieve appropriate levels of language to be able to meet their goals regarding education and work.

On the other hand they also talk about the importance of getting proper support and help to improve on their self-confidence and self-esteem to be able to move ahead.

Possibilities to fully participate in the labour market:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
7%	7%	43%	28%	14%

Possibilities to fully participate in vocational education:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	14%	64%	22%	0%

Possibilities to fully participate in vocational training:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	7%	64%	29%	0%

To what extent is the current education/training adapted to your needs?

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	22%	28%	50%	0%

6.2. Results in Northern Ireland (UK)

In Northern Ireland (UK), the results from the questionnaires and focus groups are much like the results in Ireland, the young immigrants are quite content with their situation regarding education, work and social inclusion.

There are, in their opinion, good possibilities to improve skills such as language skills and occupational skills by attending language classes and training in various companies, this is shown in the tables below.

Also in Northern Ireland it becomes quite evident that the young immigrants are very aware of the importance of language and communication, not only spoken but also in writing. The young immigrants also express the importance of being motivated to achieve appropriate levels of language to be able to meet their goals regarding education and work.

On the other hand they also talk about the importance of getting proper support and help to improve on their self-confidence and self-esteem to be able to move ahead. Information about the labour market, how to make proper CV's when applying for jobs is also regarded as an important skill, more flexible options for courses and classes and on-line options for this.

Possibilities to fully participate in the labour market:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
20%	40%	40%	0%	0%

Possibilities to fully participate in vocational education:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
5%	50%	45%	0%	0%

Possibilities to fully participate in vocational training:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
5%	40%	50%	5%	0%

To what extent is the current education/training adapted to your needs?

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	10%	10%	10%	70%

6.3. Results in Spain

The group of young immigrants in Spain value the fact that they have access to training. They are aware that young people who receive language and professional training have a better chance of staying in Spain. In order to participate in the labour market and training programmes, they need to put in effort, study and be motivated; they believe the professional knowledge they are gaining through their current training courses is important.

The reasons why the young immigrants believe their situation is poor or basic are mainly due to their illegal resident status, which means they do not have access to job training courses or employment contracts.

In Spain, as well as in the other countries, there are some problems with insufficient language skills and lack of motivation.

The immigrants' responses are conditioned by their current situation. The most significant barrier to access employment or training is having legal status in the country. Without a resident's permit, it is difficult for them to access the job market and certain training courses. Apprenticeships at work centres are considered important, some even believe these are more important than studying and in order to find a job, it is necessary to have some kind of qualification that certifies they are skilled for certain jobs.

Another important issue is integration with other people in the group is important (Spanish and foreign) and they stress good communication amongst group members.

Satisfaction (which they express) with the training and education is important as well as the support they get from teachers and trainers.

Possibilities to fully participate in the labour market:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	20%	60%	20%	0%

Possibilities to fully participate in vocational education:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	10%	70%	20%	0%

Possibilities to fully participate in vocational training:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	20%	60%	20%	0%

To what extent is the current education/training adapted to your needs?

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	0%	90%	10%	0%

6.4. Results in Sweden

According to the young immigrants in Sweden the main challenges are:

- Lack of clear information about the integration process. There is a variety of different of stakeholders and it is unclear whom they can turn to for consultation and help.
- Too many demands to enter education and labour market.
- Low self-esteem and motivation.
- Lack of formal certificate; even if the young immigrants have many skills and qualifications they are not measured and validated.
- Low education; managing the language is not enough, the young immigrant has to get concrete skills to get employed, and many of them lack the basic skills necessary for any type of labour market measure, such as numeracy and literacy.
- Cultural barriers are a great challenge.
- Self-image or how these young immigrants see themselves; not always as independent individuals but dependent on an authority or institution.
- Prejudices in the society are also a big challenge according to the young immigrants

Possibilities to fully participate in the labour market:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	18%	65%	17%	0%

Possibilities to fully participate in vocational education:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
6%	29%	58%	7%	0%

Possibilities to fully participate in vocational training:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	24%	70%	6%	0%

To what extent is the current education/training adapted to your needs?

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	12%	76%	12%	0%

6.5. Combined data

The data in the four figures below is the collective result from the focus groups and the interviews with young immigrants in the four countries involved in this project.

Most participants agree that the teachers and trainers are both patient and accessible. They help them by repeating and emphasising certain points and sometimes give them exercises to help them with certain difficulties, both due to the language barrier and to deficient basic education.

They also believe it is important to obtain vocational training, in some cases also the possibility to obtain a certificate of some sort to be able to get a job and legalise their situation. In Spain they urgently need money to be able to survive in Spain or they will have to return to their country of origin, which they wouldn't like to do because returning is considered a failure.

Possibilities to fully participate in the labour market:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
7%	22%	53%	15%	3%

Possibilities to fully participate in vocational education:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
3%	27%	59%	11%	0%

Possibilities to fully participate in vocational training:

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
2%	23%	61%	14%	0%

To what extent is the current education/training adapted to your needs?

Opinion, by rate				
Poor	Basic	Good	Excellent	N/A
0%	10%	52%	17%	21%

6.6 Comments

The results of the interviews and focus groups are to be handled with some caution, by just looking at the figures, either from each country or the combined figures, the answers gives the impression that the situation perceived is quite good and suitable to more or less each individual.

We need, however, to bear in mind that many of the respondents gives their answers compared to the situation they left in their country of origin and make their comparison from that standpoint.

We can also see that here are some major barriers for young immigrants to pursue their strive towards social and economical inclusion, for instance barriers due to legislation, lack of possibilities for those that do not have the possibility to participate during day-time, difficulties in understanding the rules of the labour market and difficulties in finding proper channels and networks on how to find and reach employers who are in the process of employing staff.

7. Teachers/trainers/stakeholders

This section has its origin in interviews with people involved in the work with migrants in general and young immigrants in particular. They represent a diverse range of institutions like employment service, social welfare and insurance, private corporations and volunteer organisations.

Their role differs, spanning from issuing work permits to implement long term activities. There is a common understanding that language knowledge, social orientation skills and good guidance are crucial for migrants settling in a new country, but this is dealt with in somewhat different ways.

Despite the differences in the educational and labour market systems one more factor is crucial for effective integration, namely well organised cooperation between different stakeholders at local, regional and national levels. This sort of cooperation allows providing individuals with effective support and to avoid situations where repetitive integration measures rather demotivate and confuse these individuals. In this part stakeholders and professionals express their opinion on the top challenges for effective integration into education and labour market.

The answers from the professional and the stakeholder questionnaires show that the main barrier for young immigrants is ineffective guidance due to the lack of a centralised approach and coordinated integration measures on the stakeholder level. The relevant stakeholders include Adult Education Providers, Public Employment Services, Social Welfare Offices, NGOs and employers. Each one of the stakeholders has developed more or less their own methods for facilitating participation of the young immigrants in education and in the labour market.

The problem is that young immigrants with low educational background do not have a clear understanding about which steps they should take in order to enter education/labour market in the host country. There are an enormous variety of educational courses but “right” guidance is needed for the choice of “right” training for individuals in accordance with their capabilities/needs. Since there is a lack of coordination between stakeholders, the same guidance services

can be provided to one person several times, and /or good services are offered at wrong moments. The consequence is that the provided services lead to de-motivation and loss of self-esteem in some cases.

7.1 Occupational services, teachers/trainers

- Guidance
- Training
- Education
- Support services
- Personal development
- Recognition of qualifications
- Outreach work (integration)
- Citizen training
- Social training

7.2. Occupational services, stakeholders/experts

- Social integration
- Logistical assistance
- Labour integration
- Basic educational training
- Intercultural coordination and training
- Promote student participation
- Advise to employees and employers on employment rights and obligations
- Advice and advocacy
- Reception service
- Promote independent living
- Targeted training courses
- Language, employment, exclusion, individualism

7.3. Focus Points

- Social integration
- Logistical assistance
- Labour integration
- Basic educational training
- Intercultural coordination and training
- Promote student participation
- Advise to employees and employers on employment rights and obligations
- Advice and advocacy
- Reception service
- Promote independent living
- Targeted training courses
- Language, employment, exclusion, individualism

7.4. Barriers perceived by teachers, trainers and stakeholders

- Limited or ineffective interaction between authorities, labour market, and immigrant associations
- Limited knowledge on multicultural guidance and education to adapt to a new social environment / lack of skilled staff
- Inability to reach and understand the true needs of the target groups; lack of information & statistics regarding young immigrants with low education
- Lack of common resources and political uniformity
- Lack of adjusted methods / time for integration to education / labour market
- Generalisation – lack of attention to the needs of the young immigrants
- Restricted funding resources
- Relevant information - legislation

7.5 Key factors

- Experience in the sector the immigrant wants to enter: create opportunities to gain this experience.
- Adequate skills: develop competencies and skills.
- Support during legalisation processes, particularly for immigrants coming from non-EU countries.
- Social capital in the destination country: support for integration within local communities.
- Knowledge of the principles of the labour market: information about the local labour market, legal and organisational objectives, employment ads.
- Knowledge about the opportunities offered by the labour market: collect and provide information about job vacancies.

8. Best practices

The Best Practices shown in this section describes some approaches on how to solve the problem of how to include young immigrants into mainstream education, VET and labour market.

A basic requirement for a best practice is that it must be possible to deduce methods and tools from the case in order to replicate them in another context.

As a principle, selected methods and tools must include a potential of being implemented or transferred to the educational system or the labour market in other countries by e.g.

- Individual professionals (i.e. front line staff including teachers, trainers, counselors, youth advisors etc.)
- Institutional managers & leaders (e.g. directors, head of counseling centres, VET school principals etc.)

Concrete activities deducted from a best practice must be replicable in other countries outside the country of origin, which means that it has to be accounted for:

- Cultural aspects
- Economy (in terms of financial resources)
- Educational systems
- Institutional aspects
- Labour market conditions

8.1. Doras Luimní – Ireland

One example of good practice was to provide training course (including language classes) in the **evenings and at the weekend**. This would overcome childcare problems for some; allow others to work full or part time while improving their skills. It would also allow immigrants to remain available to for work if they are not in full-time education.

A further example of good practice was for young migrants to engage in **voluntary or community activities**. This helped overcome some the barriers to integration and accessing the labour market access, while building social networks and increasing confidence.

Another example of good practice is the provision of language class through computers. This **‘blended learning’** allows students to practice and improve their English language skills while simultaneously improving their computer skills.

Further example was to provide recognised, **accredited** qualifications. This increases participation in the course and motivation to complete it. Accreditation has the added advantage of being widely accepted and recognised, all over the country and not just locally. An **openness and flexibility** to respond to the evolving needs of learners, including young immigrants was described as key to proving a good service. An example of this was the willingness to adopt the ‘blended learning’ approach, which has proved both successful and popular however this approach would not be suitable for everyone

In Ireland, a strong NGO and informal sector is crucial to providing services to young immigrants. 3 areas enhanced by this sector are:

1. Adequate language skills
2. Employability Skills
3. Strong social network and community connections

A dedicated migrant support service in the local community is essential to providing coaching for young migrants. Peer support is also effective.

A local mainstream youth project, given effective support to encourage debate and thought provoking conversation around inter-culturally and diversity would provide a space where young migrants can express themselves in the confidence of a peer group setting.

8.2. DiversityWorks – UK

For social inclusion

This project focuses on the life and migration experiences of long term residents and new arrivals living in six areas across the UK, characterised by different experiences of deprivation and affluence, cohesion and fragmentation, ethnic homogeneity and diversity. The project is predicated on the premise that everyday realities in the UK are under pressure from the forces of individualisation, globalisation and post-industrialism. These transformations simultaneously structure the lives of established communities and new migrants and influence the ability of both to act socially. Covering competency 6 - Interpersonal and civic competence.

<http://www.londonmet.ac.uk/research-units/iset/projects/joseph-rowntree-foundation.cfm>

English for speakers of other languages (ESOL)

Improving your English can help you get more out of your life in the UK. It will also help if you want to study, improve your CV, or apply to become a British citizen.

If English isn't your main language, you can do a course to help you improve your English. These courses are called ESOL or English for Speakers of other Languages. Improving your English will make it easier to:

- Talk to doctors and teachers
- Understand the laws and customs of the UK
- Do a course and get a qualification
- Help your child with homework
- Pass the Life in the UK test and become a British citizen

ESOL courses cover:

- Speaking and listening
- Reading and writing
- Vocabulary
- Punctuation and grammar

There are courses at different levels so you'll be able to start at the right level for you.

There are ESOL courses throughout the UK and advice is available to help you choose the right course for you. For free advice contact your local Careers Adviser.

'Life in the UK' Test

You take the 'Life in the UK' test if you're applying to be a British citizen and your level of English is ESOL Entry 3 or above. If your level of English is lower than ESOL Entry 3 and you wish to apply

for naturalisation, you will need to attend combined English language (ESOL) and citizenship classes instead. Covering competency 2 – Communication in a foreign language.

<https://nationalcareersservice.direct.gov.uk/advice/courses/typesoflearning/Pages/anotherlanguage.aspx>

Young Refugees Mentoring Project

Young refugees mentoring project– in relation to boosting young immigrants self esteem - Evidence, especially from various recent studies, suggests there is a serious need for supporting and working to empower young people of refugee and asylum-seeking backgrounds. In line with MYWF’s vision of training and building the capacity of young people, the young refugees’ mentoring project was initiated through a partnership with the Afghan Students Association UK.

The project is being run and managed by ASUK with the help of volunteer mentors who have been recruited by the ASUK. The project works with Afghan pupils, across various schools in London, to provide support and guidance in order to boost their self-esteem and confidence by treating them with respect and courtesy, appreciating them as individuals, and taking into account their thoughts and feelings. Covering competency 6 - Interpersonal and civic competence (ASUK) – a UK based voluntary association of students of Afghan background.

<http://www.mywf.org.uk/?page=youngrefugees>

The Unaccompanied Minors Team (UMT)

The Unaccompanied Minors Team was established in December 1998 in response to the increasing numbers of unaccompanied asylum seeking and refugee children coming to the UK. In July 2001 there were about 6,000 of these children in the UK, of whom 1,400 were under 16. Young people are provided with accommodation, usually in shared rooms in shared houses. This accommodation will be in or outside London. Under certain circumstances, young people may be placed with a family who can provide extra support.

The UMT assists young people to find English courses and other educational courses and to contact extra support resources if necessary e.g. Connexions service, counselling service.

A sufficient amount of money is given to buy food and suitable clothes. If school/college is being attended money will be given for bus fares. The young people may also be in need of help to develop independent living skills e.g. cooking and budgeting skills.

<http://www.rbkc.gov.uk/healthandsocialcare/childrenandfamilycare/youngimmigrants.aspx#Whatservices>

Quality advice

“Quality advice is a powerful tool. It allows people to make informed decisions. It prevents problems before they start.”

The Forum provides free, one-to-one advice on immigration, welfare, housing, education, employment, and other issues.

The Forum's mentoring project supports refugees, migrants and asylum seekers who are isolated or need extra support to build confidence, access services and develop new skills so that they can build happier lives in London.

Mentors and mentees meet once a week for a few hours for a period of six months. In addition to the one-to-one relationships, the project runs regular group activities including self advocacy trainings, English classes, theatre workshops, knitting and sewing classes, digital drop-in classes, blog team, women's group, men's group, youth group and Cultural Friday.

<http://migrantforum.org.uk/portfolio/advice/>

Learning Language for Work (LLFW) - GEMS NI

LLFW aims to address the barriers to employment/employability experienced by migrant workers and other minority ethnic groups who require support to learn the language skills they require for employment.

LLFW is an innovative programme developed by GEMS NI to address the barriers to employment experienced by minority ethnic groups who require support to improve their employability combined with customised training which enables them to acquire the English language skills they need to seek and access employment in the local labour market. LLFW was developed because there was no comparable programme available to address both the employability needs and language needs of the target group. Key findings from independent research into the impact of the LLFW programme include:

- *Improved confidence using English vocabulary/grammar*
- *Improved confidence at job interviews*
- *Improved confidence to apply for higher level jobs*
- *Increased understanding of both language and processes*
- *Greatly improved listening skills*
- *The numbers that have left the programme and achieved employment and the better quality and levels of jobs achieved as a result of the training*

“Employers experienced a positive impact as a result of LLFW primarily through the good quality workers they have been able to recruit as a result. Minority ethnic workers have helped to fill vacancies that employers have had difficulties with in the past. As a result of the training and the skills developed, individuals have integrated more easily into their workforces whilst employers are seen to be recruiting from a broader range of ethnic backgrounds”. (Source: External Evaluation of the Language For Work Programme Brian Stratford Associates March 2006)

LLFW complements and adds value to a range of DEL programmes such as LEMIS, Pathways to Work and others which work to increase employment and reduce economic inactivity and worklessness through the provision of employment services linked to labour market realities and employers skills requirements. LLFW also complements current ESOL provision available to learners within the FE Sector.

<http://www.gemsni.org.uk/learning-language-for-work.html>

LASSN

The Befriending Project provides the opportunity for isolated asylum seekers and refugees to forge a relationship with a supportive adult for a period of six to 12 months. Volunteer befrienders are matched with clients for regular visits. The aim is to familiarise people with Leeds, help them integrate into the local community, gain access to other services and help alleviate the emotional stress caused by past trauma and the asylum process.

The service has recently been awarded Approved Provider Status from the Mentoring and Befriending Foundation, which means that it meets all their criteria for good standards and practice.

<http://www.lassn.org.uk/welcome.htm>

LASSN

The English at Home Project matches volunteer tutors one-to-one, (usually but not exclusively with a client and her family), with pregnant women, new mothers and mothers of young children as a priority. Tuition in the home is offered for those for whom there are barriers to accessing ESOL classes in the community. Asylum seeking women often cannot leave home due to cultural barriers and childcare responsibilities, and do not have the finances to make formal childcare arrangements. The aim is to help women access mainstream services through improving their level of English, providing a minimum level of advocacy and interpreting and orientation into the UK.

The Short Stop scheme aims to support the many refugees and asylum seekers who experience homelessness at some point during their asylum claim. Short Stop volunteers provide a hot meal and a bed for the night to people who have nowhere else to turn.

<http://www.lassn.org.uk/welcome.htm>

8.3. Fundación Laboral del Metal (FLM)- Spain

Proyecto Aprendiz – *Apprentice Project* (Fundación Laboral del Metal)

This project provides the participants with professional qualification and, as part of this training, it also provides a module covering personal development and socio-professional orientation with a duration of 60 hours, divided into 2 hours per week. The specific objectives for all students within this scope include:

- Developing social and professional attitudes, values, habits and routines that will help them find employment in line with their training, interests and needs, to successfully carry out their tasks, adjust to basic workplace requirements, maintain their job and promote them professionally.
- To develop the skills and attitudes that will help them design and follow a professional plan that is in line with their interests and need.

- To be familiar with the legal framework with regards to workers' rights and obligations, work conditions and labour relations, within their professional field
- To become familiar with the characteristics and requirements of their chosen profession and to identify the relationship between personal characteristics and professional requirements
- To understand the relationships between the training qualifications achieved in the programme and the different occupational areas
- To acquire workplace health and safety habits To maintain their place of work or study organised and clean; to care for and repair tools necessary to complete their tasks
- To situate themselves in the labour market, identifying possible sources of employment within the economic and social environment
- To develop personal initiative with regards to their employment

Furthermore, during the training process and transversally, the institution's professors and technical personnel reinforce the students' self-esteem at all times.

Cantabria Acoge Professional Integration Service

Through personal interviews, the immigrant employment integration and assistance office identifies the immigrants' profiles in terms of their personal and employment situation, educational profile and need for employment orientation and mediation.

The competencies necessary to successfully carry out these tasks include knowledge about legal requirements, and social and psychological skills to deal with the public.

The life histories and needs are varied and assistance must be individual and personal, putting special emphasis in all cases on improving the self-esteem of the users of this service, which is usually quite low due to the situation in which they find themselves. Assistance is mainly individualised because groups tend to be quite heterogeneous and each person has unique needs.

Spanish Red Cross

The Cantabria branch of the Spanish Red Cross has set up an immigrant reception centre in one of the organisation's old hospital buildings. Apart from primary and logistical assistance (housing, clothes, food, laundry and entertainment), the centre provides a series of internal training programmes focused on social integration (reading and writing skills, languages, social skills, etc.) and labour integration (employment orientation services, training and mediation). Apart from administrative and technical personnel, the centre also collaborates with volunteers to implement its programmes and activities. The initiative is a successful model in the practical application of the traditional principles of the Red Cross: Humanity, Impartiality, Neutrality, Independence, Voluntary Services and Unity and Universality in the context of current migratory movements.

As part of the assistance given to immigrants, we can highlight internal programmes focused on social skills, including fostering the development of their self-esteem. The individual assistance they are given is also focused on enhancing their self-esteem.

Proyecto Aprendiz – *Apprentice Project* (Fundación Laboral del Metal)

This programme offers training with possibilities of apprenticeships for young people between the ages of 16 and 21, many of whom are immigrants. Other local groups at risk of exclusion also participate in the programme. Students are trained in technical professions required and defined by the companies themselves, which makes it significantly easier to place them.

As the students participate in the programme, they receive educational and professional orientation from qualified personnel from the Fundación Laboral del Metal who foster and promote their commitment to continue studying and/or enter the labour market. When the programme is finished, the students' profiles are included in the foundation's job placement agency.

Intercultural Unit

The Cantabrian Government's Unit for the Promotion of Interculturality is focused on supporting and collaborating with centres mainly through an intercultural coordinator to foster interculturality within the centres. One of its objectives is to promote student participation in educational training (incorporate students into the educational system) and complement this with extracurricular training in communication skills in Spanish. The personnel from these institutions focus on motivating these young people, a task which is fundamental for entering the educational system and subsequently the labour market.

Spanish Red Cross

The Immigrant Employment Orientation, Training and Mediation Services office receives migrant workers, carries out personal interviews, and identifies the immigrant's profile through personalised job orientation in terms of both educational profile and employment mediation. Years of experience directly affects the results of immigrant advising work, because more skills are acquired not only in technical terms concerning employment integration, but also in managing the entire context and personal situation of the immigrant. In this sense, experience helps to maintain the necessary emotional distance from the immigrant's problems in order to provide more effective support services, placing emphasis on increasing motivation.

Unit for the Promotion of Interculturality of the Ministry of Education, Culture and Sports of the Government of Cantabria

The centre depends on the Ministry of Education, Culture and Sports of the regional government of Cantabria, specifically the Unidad Técnica de Orientación y Atención a la Diversidad (UTOAD – Technical Unit for Orientation and Attention to Diversity). The Santander unit, along with the Torrelavega unit, are included in the ministry's Interculturality Plan to carry out a unique initiative

working to integrate diversity in Cantabria's primary and secondary school classrooms, while fostering the integration of immigrant student families in local society. The centre was developed and structured by a team of technicians from the Ministry of Education of Cantabria which currently works as a support team dealing with individual cases of integration in a particular school/classroom as well as training programmes for primary and secondary school teachers to promote diversity in the classroom. Each school sends at least one teacher to be trained by the unit focused on integrating diversity in the classroom. The teachers then apply the knowledge gained during the courses in their school to support the integration of immigrant students and to train other teachers. Furthermore, the trained teacher then acts as a liaison between the unit and the school.

Currently, the unit coordinates and provides support services for almost 150 schools in Cantabria. In addition, it provides a comprehensive orientation programme to immigrant student families providing information and orientation about everything they need to know to begin their lives in the community they recently joined. The orientation services cover various aspects, from logistics to help them understand life in Spain concerning housing, health, education, etc., to help contacting local organisations to resolve any type of requirement or problem.

Proyecto aprendiz (*Apprentice project*): Fundación Laboral del Metal

This programme offers training along with the possibility of job placement to young people between the ages of 16 and 21, mostly immigrants, and to other groups at risk of social exclusion who also participate in the programme. Students are trained in technical professions required and defined by the businesses themselves, which makes it significantly easier to place them. The programme includes basic education (sociolinguistic, scientific, technological and personal development) and technical training in mechanics, plumbing and air conditioning. In addition, practical training is completed at work centres during which students work under the same conditions as the rest of the employees. This allows them to experience the reality of the labour market and facilitates access to employment.

8.4. Folkuniversitetet – Sweden

Ronneby handicraft project

Main objectives of the project are:

- To create a sense of community in the municipality of Ronneby.
- Forming a group that consists of Swedish women with different ethnic background.
- How to get women in the group to develop their knowledge of the subject and to provide more knowledge about Sweden, the Swedish participants will increase their knowledge about other countries and cultures, health and entrepreneurship.
- Learn Swedish in a different way.

The project "The need stitches - Colourful embroidery gives colourful meeting" project is a good example of informal education – learn language and other skills through handicraft. The principle

purpose is to use the textile heritage to reach social cohesion and a sense of community among young women with immigrant background and Swedish women.

Project College, Young Sellers

New ways to work – integration and social projects for young people focus on jobs in sales or service, in domestic and international markets. The goal was that everyone should have some form of employment in sales or service at the end of the project but also to study in higher education or other education. The Project developed methods to improve the individual basis integration for young unemployed in the labour market. The project was aimed to young people with both Swedish and foreign background, and are thus both a labour and an integration project. We encourage companies to better exploit young people's skills and give them opportunities for development.

Etableringslots

Etableringslots is an introduction guide at Folkuniversitetet for immigrants newly arrived in Sweden. We always assume to the immigrants needs, circumstances and preferences. The goal is that the participants get a social network and be able to step out to the labour market.

The course is delivered both to individuals and to groups. The content of the introduction guide:

- Establish an individual plan
- Study visits
- Lectures
- Job seeking
- Information about the Swedish society
- Information about the labour market and Education opportunities

To get a job, personal contacts, language skills, and knowledge of Swedish society and working life are often required, beyond suitable training and work experience. The guide's assignment is to support the immigrant in gathering these experiences with his knowledge of, and contacts in, the labour market and society. This means that the guide will help the immigrant carry out, and if necessary develop, the introduction plan, which can be a question of giving support in your choice of studies or vocation, or other various social issues, but also with helping the immigrant look for jobs and contacting employers. The guide is also a link between the immigrant and Swedish society.

www.arbetsformedlingen.se

Individual coaching

The objective is to create a model, involving coaching, for the work with individual unemployed people participating in different projects aiming at a re-entry into the labour market for these individuals. There are a lot of barriers within the target group, low self-esteem, low motivation etc. that have to be dealt with in a different, or complementary way, when traditional guidance no longer is sufficient.

Study circles for immigrant organised by NGOs together with adult educational providers

NGOs or groups of activists in Sweden have the possibility to organise so-called study circles through governmental grants together with Study Associations, Folk High Schools and other adult educational providers. The topics of study circles vary but the goal is common: “to help strengthen democracy and intensify commitment to and participation in the development of society, among other aims – and set out applicable reporting requirements.”

Study circles can be arranged on initiative of NGOs or adult education providers, where adult educational providers have the role of facilitator / administrator of the process. Facilities and materials for study circles are paid through governmental grants.

A study circle is:

- Free and voluntary,
- Contribute to education and personal development,
- Give participants the opportunity to influence the content,
- Create engagement of participants to participate in community development,
- Help to equalize educational disparities and improve education in society.

8.5. Key factors from the Best Practices

- Evening and weekend classes
- Engage young immigrants in voluntary or community activities
- Blended learning
- Provide recognized, accredited qualifications
- Social inclusion
- ESOL, SFI (Life in the UK-test)
- Mentoring project
- Supporting and empowering young immigrants
- Guidance – work and education
- One-to-one advice
- Self-advocacy training
- Theatre workshops
- Handicraft
- Drop-in
- Women’s groups
- Men’s groups
- Youth groups
- Cultural happenings
- Address the barriers experienced by minority groups
- Integrated personal development

- Intercultural coordination
- Training programmes for teachers
- Occupational integration
- Study circles

9. Comparison of results across countries

The main conclusions from the findings with Focus groups and interviews with young immigrants:

- There is no significant difference between the situations of immigrants in particular countries. They perceive similar barriers.
- Immigrants express great training needs. They are convinced that proper training will help them upgrade their employment level by changing their position on the labour market.
- Previous experience with training does not significantly influence their willingness for further education. The most important perceived barrier to training is time limitations caused by family duties and work requirements.
- Training needs of immigrants are similar in all countries. The most important training areas identified are: vocational training (on the job training); personal abilities, presentation, communication, job searching; labour market systems and regulations (evolutions in labour market, national support structures, legal regulations of labour market, starting business (funds for immigrants to start business)).
- Immigrants perceive training as a lifelong process, as it is the only way to develop a career and sustain employment. In addition to upgrading qualifications, they perceive personal development as important.
- The need for development seems to be above average. However, immigrants identify difficulties with access to proper training.
- The most important characteristics of training indicated by immigrants are: money and time devoted, elasticity in learning, possible certificates gained.

10. Conclusions

This part of the report presents conclusions based on analysis of the country reports. They are strictly based on desk research, analysis of available statistics and interviews with young immigrants and the stakeholder organizations. This means that the below conclusions are founded on elements of evidence emerging from the empirical material collected as well as from the interpretation of the stakeholder/young immigrant interviews.

- Little attention is given to integration of young immigrants as a special target group in all of the participating project countries. Both desk research and interviews show that despite the variety of systems, applied methods and best practices, the young immigrants are not prioritized as a specific target group. This means that there is a lack of tailor made methods and tools needed for integration of young immigrants into education/labour market activities

based on their needs. They usually “fall under average measures for all unemployed” which is both de-motivating and ineffective.

- There is a lack of statistical data on young immigrants in education and labour market systems in all of the participating project countries. There were difficulties in finding data on the target group of the project. There is a redundancy of information on immigrants in general but regarding young immigrants the data is fragmental and insufficient. Partly it depends on the fact that many young immigrants are not registered on the system. Partly the reason is that too little attention is given to the integration of these specific target groups, as this is not recognised as the priority group for integration.
- There is a lack of professional standard for the workers in this area. In most cases the professionals get a few days additional training above their university degree. Thus professional staff is lacking serious background regarding methodologies, networking, counseling and guidance /requirements for / cultural peculiarities of this specific target group. Best practices show that bilingual coaches with knowledge of both cultures are suitable for this kind of guidance.
- The research shows that one of the main barriers for immigrants in general and young immigrants in particular are ineffective guidance due to the lack of a centralised approach and coordinated integration measures on the stakeholder level. The relevant stakeholders include Adult Education Providers, Public Employment Services, Social Welfare Offices, NGOs and employers. Each one of the stakeholders has developed their own methods for facilitating participation of the low skilled in education/labour market. The problem is that young immigrants, especially those with low educational background do not have a clear understanding about which steps they should take in order to enter education/labour market in the host country. There is an enormous variety of educational courses but “right” guidance is needed for the choice of “right” training for the individual in accordance with their capabilities and needs. The consequence is that the provided services lead to de-motivation and loss of self-esteem.
- There is a lack of awareness rising campaigns and activities in society in general and among employers in particular about advantages of inter-cultural employment. Usually employers in all participating research countries are very cautious regarding employment of young immigrants.
- Pre-vocational / preparatory education systems are rather conservative and not flexible enough to motivate the target group to proceed with further education. The best practice to cope with this problem is should be individually based and flexible education.

11. Discussion

The barriers on labour market as perceived by immigrants

Several barriers facing young immigrants in their new host countries were identified. They match barriers identified by other, broader studies (such as discrimination, different market situation and administration structures, skills equivalence and recognition, language, networking). These barriers do not significantly differ among the countries, but are somewhat dependent on previous experiences of immigrants.

Without a doubt one of the most prevalent barrier as perceived by researched immigrants was competition on the labour market. Immigrants perceive themselves to be less competitive than other candidates who originate from the country in which they are applying for jobs. To compete, they have to be better qualified and have wider experience. In terms of discrimination, experience indicated in application should refer to domestic labour market.

Certificates gained in host country are equally important and are a serious confirmation of proper qualifications level. In contrast, information about education recognition and upgrading training is often difficult to access, and it requires a lot of time and effort to gain proper information about courses available.

Differences in labour market systems often vary a lot among countries. This can result in confusion for people trying to find employment. In addition, bureaucratic procedures make the process even more difficult. Also, a lack of awareness (lack of knowledge, lack of understanding) about cultural differences sometimes makes the application procedure impossible, because of behavioural-cultural misunderstandings.

What should be noticed is that even the least common barrier—“electronic tools for job search”—is recognized as a barrier (it is common that this kind of service only appears in the native language). Thus it would be a false assumption to consider CV preparation, teamwork skills, or electronic tools for job search as unimportant obstacles for immigrants on the labour market. There does seem to be a group with a high level of information technology awareness, if only the source of information may be easily indicated. However, the other barriers may also be important. Once some barriers are overcome, the immigrants may have to deal with others.

We may suppose that there are barriers that do not seem to appear often, but which are still important. Consider wrong (high/low) expectations. This most probably indicates that this barrier appears rather during job seeking, not while employed. The same applies to career path creating, career orientation & job choice, and accessing information sources. The perception of labour market barriers is rather similar for both non-EU and EU immigrants.

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Links

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www.ukba.homeoffice.gov.uk/

www.arbetsformedlingen.se/Globalmeny/Other-languages/New-in-Sweden/We-help-you-find-a-job-in-Sweden.html

www.folkuniversitetet.se

<http://www.londonmet.ac.uk/research-units/iset/projects/joseph-rowntree-foundation.cfm>

<https://nationalcareersservice.direct.gov.uk/advice/courses/typesoflearning/Pages/anotherlanguage.aspx>

<http://www.mywf.org.uk/?page=youngrefugees>

<http://www.rbkc.gov.uk/healthandsocialcare/childrenandfamilycare/youngimmigrants.aspx#Whatservices>

<http://migrantforum.org.uk/portfolio/advice/>

<http://www.gemsni.org.uk/learning-language-for-work.html>

<http://www.lassn.org.uk/welcome.htm>

13. Annex

1. Questionnaires

1.1 Young immigrants

Questionnaire, young immigrants

Foundations for Work (FfW)

Young immigrants are most likely to experience difficulties acquiring and retaining employment due to an education workplace skills not matching employer's needs. There is a growing range of support and training structures to help immigrants develop and diversify their employment opportunities; yet their generic nature and the focus on ICT delivery means that the young workers most at need often lack the skills and career vision required to engage in them.

Purpose of the questionnaire

- As part of the FfW-project funded by the EU, we will attempt to locate good examples or best practices from practitioners working with immigrants towards education, guidance and employment, trying to break down barriers that young immigrants face when trying to enter education and/or employment.
- The target group of the FfW-project is young immigrants who face different kinds of problems, which present themselves as serious obstacles for completing education and/or entering the labour market.

Instructions for completing the questionnaire

Tick the boxes corresponding to your opinion regarding the question.

For the open questions: Please answer the questions as thorough as possible without giving to long answers. Feel free to use key words when answering!

Background data:

Name (optional):

Nationality (optional):

Age:

Gender:

1. Your current situation:

Please describe what kind of work/education/training you participate in

Employed (full-time or other):

In education:

In training:

Unemployed:

Other:

2. How would you rate your possibilities to fully participate in the labour market?

Poor Basic Good Excellent Not applicable

3. How would you rate your possibilities to fully participate in vocational education?

Poor Basic Good Excellent Not applicable

4. How would you rate your possibilities to fully participate in vocational training?

Poor Basic Good Excellent Not applicable

5. If you rate your possibilities as good or excellent, what do you consider the reasons for this?

Please write your answer here:

6. If you rate your possibilities as poor or basic, what do you consider the reasons for this?

Please write your answer here:

7. What are/were you doing in order to meet the problem described above?

Please write your answer here:

8. What were the results of your intervention/activity?

Please write your answer here:

9. To what extent is the current education/training adapted to your needs?

Poor Basic Good Excellent Not applicable

10. Describe how the education/training is, or not is, adapted to your needs

E.g. daily procedures, teaching methods or guidance practises, staff etc.

Please write your answer here:

11. Describe your needs regarding work, education and training

Please write your answer here:

12. Anything else you want to add?

Please write here:

We thank you very much for your important contribution, and if you have questions referring to the questionnaire, please do not hesitate to contact us at:

[to be filled in by the relevant FfW-partner]

Name:

Organisation:

Phone number:

E-mail:

1.2 Teachers and trainers

Questionnaire, teachers-trainers

Foundations for Work (FfW)

Young immigrants are most likely to experience difficulties acquiring and retaining employment due to their low qualifications and workplace skills. There is a growing range of support and training structures to help immigrants develop and diversify their employment opportunities; yet their generic nature and the focus on ICT delivery means that the young job-seekers most at need often lack the skills and career vision required to engage in them.

Foundations for Work (FfW) will improve the competences of young immigrants to improve their job prospects and quality of life in their host country, and to better access further, mainstream training.

Purpose of the questionnaire

- As part of the FfW-project funded by the EU, we will attempt to locate good examples or best practices from practitioners working with immigrants towards education, guidance and employment, trying to break down barriers that young immigrants face when trying to enter education and/or employment.
- The target group of the FfW-project is young immigrants who face different kinds of problems, which present themselves as serious obstacles for completing education and/or entering the labour market.
- The purpose of the questionnaire is to identify whatever needs there is among professionals working with this target group. This questionnaire also aims to identify interesting examples of good methods to be spread in the European networks in this area.

Instructions for completing the questionnaire

Please answer the questions as thorough as possible without giving to long answers. Feel free to use key words when answering!

1. What is your position within your organization, and how would you describe your daily work and tasks?

Please write your answer here:

2. Please describe the professional context in which you are/have been working with the target group, and what is/was your role in working with them?

Please write your answer here:

3. Please describe the individual, with reference to your example of an "interesting practice".

Please give any relevant information you think important, so that whoever is not familiar with the person has an understanding of who they are, and any barriers to education he/she/is facing.

And most importantly, please describe what you noticed as the biggest barrier against education or employment for this individual

Please make sure to include the following characteristics about the person: Student/client/employee/job seeker, nationality, gender, age, educational background and any work experience.

Please write your answer here:

4. What are/were you doing in order to meet the problem described above?

What kind of (professional) intervention and/or activities did you set in order to meet the problem described above? Please indicate if the intervention/activity is part of any pedagogical/psychological tool or concept that is in use within your organization.

Please write your answer here:

5. What were the results of your intervention/activity?

Please write your answer here:

6. Is current methods/activities/goals in your organization sufficient, or do you feel there is a need for further development or change?

E.g. by changing daily procedures of your company, changes in teaching methods or guidance practises, by means of project evaluations, scientific testing etc.

Please write your answer here:

7. Is the effect of your example of an “interesting – case” formally documented or recognised somehow or somewhere?

E.g. by means of project evaluations, scientific testing, publication in a professional periodical, if so please give bibliographical information

Please write your answer here:

8. Has the individual in your example of an “interesting-case” expressed his/her satisfaction with the intervention/activities and the results hereby achieved? If so, what has he/she said about it?

Please write your answer here:

9. Anything else you want to add to this?

Please write here:

10. Do you want to be kept informed about the FfW-Network, its work, activities and results during the project period? If yes, please provide us with your contact details.

Please write contact details here:

Name:

Organisation:

Phone number:

E-mail:

We thank you very much for your important contribution, and if you have questions referring to the questionnaire, please do not hesitate to contact us at:

[to be filled in by the relevant FfW-partner]

Name:

Organisation:

Phone number:

E-mail:

1.3 Experts and stakeholders

Questionnaire, experts-stakeholders

Foundation for Work (FfW)

Young immigrants are most likely to experience difficulties acquiring and retaining employment due to their low qualifications and workplace skills. There is a growing range of support and training structures to help immigrants develop and diversify their employment opportunities; yet their generic nature and the focus on ICT delivery means that the young workers most at need often lack the skills and career vision required to engage in them.

Foundations for Work (FfW) will improve the competences of young immigrants to improve their job prospects and quality of life in their host country, and to better access further, mainstream training.

This questionnaire is developed for stakeholders, policy makers and VET/voluntary sector training providers within the area of migrant workers with low educational attainment.

Purpose of the questionnaire

- As part of the FfW-project funded by the EU, we will attempt to locate good examples or best practices from organizations and policy makers handling and/or managing actions which is aiming at the area of getting immigrants towards education, guidance and employment, trying to break down barriers that young immigrants face when trying to enter education and/or employment.
- The target group of the FfW-project is young immigrants who face different kinds of problems, which present themselves as serious obstacles or barriers for entering or completing education (especially vocational education) and/or entering the labour market.
- The purpose of the questionnaire is to identify whatever needs there is among professionals working with this target group. This questionnaire also aims to identify interesting examples of good methods to be spread in the European networks in this area.

Instructions for completing the questionnaire

Please answer the questions as thorough as possible without giving to long answers. Feel free to use key words when answering!

1. What is your position within your organization, and how would you describe your mission in relation to target group mentioned above?
--

Please write your answer here:

2. Please describe the organisation and policies related to the above target group.
 Please give any relevant information you think important, so that whoever is not familiar with the work you do in your organisation would get an understanding.

Please write here:

3. Are the current methods/activities/goals in your organization sufficient, or do you feel there is a need for further development or change?

E.g. by changing daily procedures of your company, changes in teaching methods or guidance practises, by means of project evaluations, scientific testing etc.

Please write your answer here:

4. Are your methods, policies etc. formally documented and founded in your organization?

E.g. by means of work descriptions, action plans etc.

Please write your answer here:

5. What kind of needs can you foresee in policies, methods, competences with staff etc. in work with immigrants and education/work?

Please indicate if the needs and actions taken is part of any pedagogical/didactical tool or concept that is in use within your organization.

Please write your answer here:

6. What are, in your opinion, the biggest barriers for immigrants to be fully able to enter vocational education/training or to enter the labour market?

Please write your answer here:

7. What are, in your opinion, the factors for success for your organization in this work?

Please write your answer here:

8. Anything else you wish to say?

Please write here:

9. Do you want to be kept informed about the FfW-Network, its work, activities and results during the project period? If yes, please provide us with your contact details.

Please write contact details here:

Name:

Organisation:

Phone number:

E-mail:

We thank you very much for your important contribution, and if you have questions referring to the questionnaire, please do not hesitate to contact us at:

[to be filled in by the relevant FfW-partner]

Name:

Organisation:

Phone number:

E-mail:

1.4. Research questions

Country research by [partner]

Part 1

Description of situation of young immigrants from non-European countries with regards to education / employment /self-employment and civic inclusion (desk research – please refer to sources used for this research)

Max 1 page

Part 2

Description of existing infrastructure surrounding integration of young immigrants into educational system / labour market in partner countries (desk research – please refer to sources used for this research)

Part 3

Inventory of good practises

Perspective of stakeholders / actors responsible for integration of young immigrants in partner countries – which barriers / solutions do they recognise (qualitative among: Public Employment Service, Social Welfare Office, Municipality, NGO, educational providers)

Attention! Preferably try to interview stakeholders / actors that actually have experience of dealing with integration of the target group the FfW- project will be focused on!

In this part of the research it is important to get perspective of coaches / mentors responsible for consultation / coaching of young immigrants in partner countries – which barriers / solutions do they recognise according to the below questions

<p>Part 4 A short description of formal criteria for entering formal education (pre-vocational, VET, enterprise course, etc.</p>
<p>1. Please describe in max. 25 lines the formal system and criteria of pre-vocational / vocational education / higher education in your country</p>
<p>2. What are the main criteria to successfully attend formal education in your country? (max 25 lines)</p>
<p>3. Requirements in your country to enter labour market (max 25 lines)</p>
<p>4. Other comments</p>

<p>Part 5 A short description of existing non- and informal education/training aimed at the 8 key competences accessible for young immigrants in your country. Each partner provide the following:</p>
<p>Give 3 examples of effective methodologies for enhancement of self-esteem of young immigrants</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Give 3 examples of effective methodologies for motivation to further education / job of young immigrants</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Give one examples of good practices for coaching/mentoring/counselling of young immigrants</p>

Part 6

Inventory of good practices

Example of good practices / methodologies

Each partner provide the following:

Give 3 examples of effective methodologies for enhancement of self-esteem of young immigrants

- 1.
- 2.
- 3.

Give 3 examples of effective methodologies for motivation to further education / job of young immigrants

- 1.
- 2.
- 3.

Give one examples of good practices for coaching of young immigrants

Give one examples of good practices for mentoring and consultation of young immigrants

Other relevant good practices / methodologies

Part 7

Concluding remarks

Max ½ page

Part 8
References/links

