

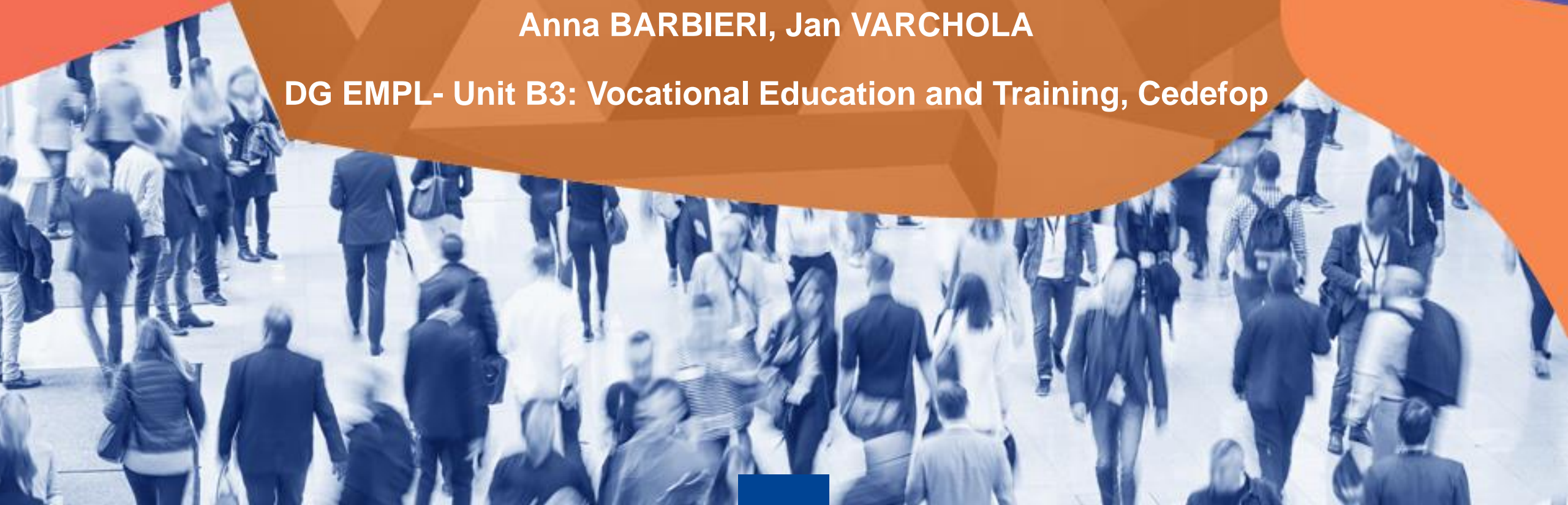


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Survey on integration of refugees/migrants in VET

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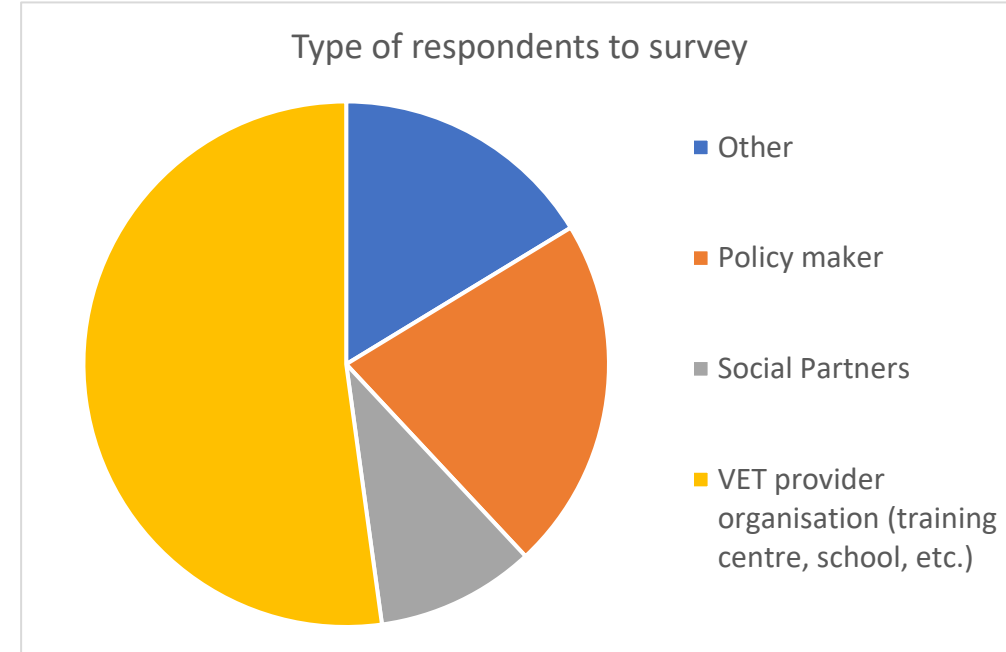


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Introduction

- Survey opened for 1 week with deadline of 25 March
- close to **100 replies** received:
 - **20% Policy makers** (IE, DE, ES, EE, AT, SE, RO, PL, FR, LT, LU, PT, CY and also Ukraine, Georgia, Norway)
 - 10% social partners - AT, BG, DE, FI, LT, LV, PT, CZ, but also Iceland, Switzerland
 - **50% VET providers** (most replies from FI and EE, with some contributions from MT, BE, PT, DE, IT, HR, SK, ES, RO, EL, PL, FR)



General remarks

- Most countries have started to provide immediate help and resources for integration of UA Refugees
- Work builds on the experience done since 2015
- More details are available on I-VET but also good info collected on C-VET
- Basically all replies stressed the importance of languages, some stressed the importance of psychological support and cultural integration
- Unfortunately, after COVID, this crisis represents again a lot of pressure on teachers/trainers --) support needed
- Fast integration system suggested (integration window)
- Majority try to integrate refugees in mainstream in the language of the host country
- Specific profile of refugees – women and children
- Ukrainians could integrate quickly in society and labour market
- Most VET providers received guidance from Ministries in writing or via webinars but more detailed information is needed in the next weeks/months

Access to IVET

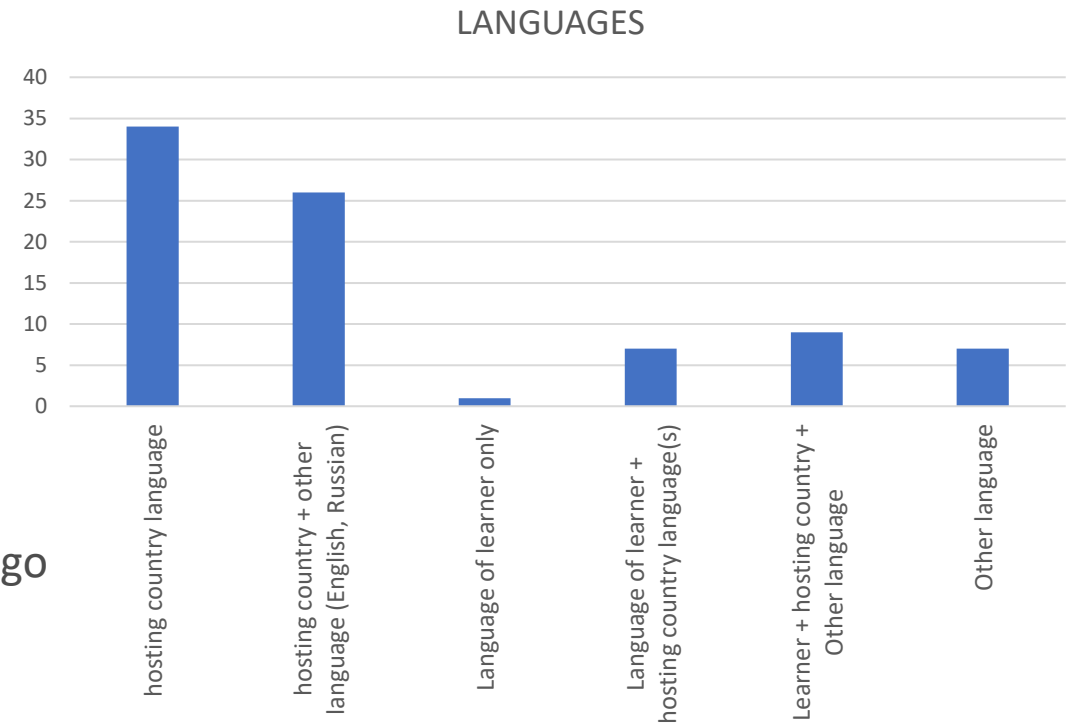
- Automatic access under the same conditions as citizens of host country
- Accelerated procedures in case documentation related to education and training is available
- Short term approach: based often on age of minor or on quick assessment of what the young person can do/is interested in
- Counselling, individual plans, support by mentors and tutors, access to extra-curricular activities to reduce stress and
- Focus on languages from the early stage (see further slides)
- Prolonged study duration is foreseen for UA refugees
- Get to know the culture of host country
- UA refugees sometimes placed in preparatory classes/schemes in VET if available in host country, support linked to other areas (accommodation, healthcare)
- Support on IT devices, work-based learning (internships, traineeships), although formal apprenticeships not yet opened for UA refugees;
- flexibility to VET providers on parts of curricula
- additional costs of VET providers to be covered by public authorities

Access to CVET

- Access at the same conditions as citizens of host countries (reference to TPD), including to labour market services
- Some countries focus on practical, work-place training/learning (the most efficient way to learn both professional skills, language and manage the cultural change)
- Strong focus on languages, but also life skills (cultural adaptation)
- modular CVET programmes are important (flexibility to offer short courses – targeted at labor market needs, sometimes delivered in English directly for the needs of the sector)
- In some countries, also full time courses available for adults (following the national practice)
- digital CVET courses offered
- guidance / counselling and validation very important - induction teams
- Big potential for micro-credentials
- In some countries, IVET schools mobilized to prepare programmes for adults
- Free courses
- Focus on entrepreneurship

Languages (1/2)

- Top priority for integration
- Short term help via UA and other languages (Russian, English mostly) vs. long-term integration through the host country language
 - also important to see in the future who will remain in the hosting countries as some families are separated and might go back when the situation is safe



- Most countries focus directly on the host country language with the following support measures:
 - intensive language training,
 - vouchers for refugees to join language training,
 - help by UA migrants already integrated in the country (or bilingual people with UA origin),
 - WBL can help overcome language barrier and learn in a context based environment,
 - Help of technology, gamification – games to help them include in a training programme,
 - Example - Interreg project “FACT” : tool for smart phones Visual dictionary for labour sectors/professions.

Languages (2/2)

- Early stage support through Ukrainian language:
 - proposals to have UA interpreters or UA teachers/trainers in the class
 - some countries considering the translation of training material into UA
 - Ideas to produce quickly some digital tools, podcasts, online training material available in UA
- Some specific situations:
 - some UA refugees from border regions can speak the language of the host country
 - countries with existing UA minority have already schools with UA as instruction language (RO)
 - Greece – a lot of Greek people raised in Ukraine, they are bilingual
 - Use of EN and RU language as a bridge language (especially in bordering countries)
 - validation of skills with presence of a translator
 - Integrate adults immediately in jobs - best way to learn language
 - Some countries want to mobilise volunteers, NGOs, some are thinking to employ UA managers in companies which could help integration of other UA refugees

Recognition of prior learning and qualifications (1/2)

- Two approaches:
 - If documentation available: equivalence of studies (ENIC- NARICs as well as Ukrainian Ministry of Education are active to provide help) --) translation and authentication
 - If not : use of validation procedures - tests, practical skills assessment/skills demonstrations (can be done in cooperation with companies too), interview carried out to diagnose the level of skills/knowledge (also virtual sessions), online self evaluation quizzes; statement by the parent in case of undocumented students
- Individualised approach: personal study plan, mentoring
- Validation mainly for adults
- young refugees enrolled in the beginning of the VET programme (ex LU, FI) (can be re-allocated, via flexible pathways, according to their performance) ---) mainly integrated according to their age
- in some countries, still issues due to lack of relevant legislation and framework for validation
- Lack of validation specialists given the huge number of refugees
- VET providers often do not deal with this issue directly – specialised organisations and specialists involved

Recognition of prior learning and qualifications (2/2)

- SP: some countries allow taking a professional exam and issue a professional certificate (based on UA qualification/skills/work experience) - competence-based degrees
- Proposals for validation:
 - knowledge of the Ukrainian educational system, qualification system (comparison of UA QF to EQF), comparison with national standards in the EU info on equivalent levels of qualification needed (ex SE, PT)
 - There is a need for assessment tools to determine learning and support needs
 - Some use the EU skills profile tool
 - help by UA native in validation process - translators and assistants with UA language, especially for younger children
 - idea to designate national level consultant/team/coordinator to consult VET schools in every specific situation;
 - Additional ESF funding to be used for this purpose

Proposals for EU actions

- Integration of UA refugees requires extra EU funds - proposals to:
 - finance employment of UA teachers to act as assistant teachers,
 - to cover the training costs of migrants / refugees, for instance language courses or
 - to pay for translation of Ukrainian curricula into English and national qualifications standards into Ukrainian (or finance translator who join the skills validation process)
 - incentives for companies who integrate refugees
- Commission to simplify rules for EU funds (already covered by CARE, Erasmus flexibility, etc.)
- EU level brochure about recognition, validation and certification of school attainment in different languages
- Exchange of best practices, mutual learning, platform for relevant VET stakeholders to connect and exchange
- Promote use of micro-credentials
- Develop European curricula which can be used across countries
- Teacher academies focused on integration of refugees
- Each country should have a central database of the refugees with personal details, education and job experience
- Need for more coordinated information

Next steps

- The survey will remain open until **end April** in view to provide an update during the DGVT meeting in May
- For those who still wish to contribute, please reply
- The results and list of materials (including several guidelines for e-learning and e-learning materials shared by the UA Ministry of Education <https://mon.gov.ua/eng>) will be published in April on the site of DG EMPL

Vocational Skills of Ukrainian
Workers

FACT - First Aid Communication

First Aid Communication Tool

Reconnaître les compétences et qualifications
pour faciliter l'accès à l'emploi



2P | Potenzial & Perspektive

Fragen für ein Aufnahmegespräch
auf Grundlage von 2 P (aus den Modulen Biografie,

Ucrânia

A – Tabela comparativa entre os sistemas dos ensinos básico e secundário ⁽¹⁾