



Schools, VET and Adult education helping newly-arrived refugees in Europe

*Challenges, ideas and
inspiring practices*

November 2015

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Table of Contents

Table of Contents	4
Answering refugees' needs	7
Addressing learning needs	7
Language learning	7
Strategies	7
Pedagogies	7
Language learning in schools and VET institutions	8
Language and employment / employability	8
Vocational skills	9
Other skills	10
Supporting integration	10
Integration in schools and VET institutions	10
Welcoming newcomers	10
Specific pedagogical programmes	11
Intercultural learning / citizenship	13
Understanding the refugees crisis / the political situation	14
Integration in the labour market	16
Recognition of prior learning, experience, skills and competences / Facing the lack of documentation	16
Career guidance / job placement	16
Enhancing entrepreneurship	16
Integration in society	18
Personal support (practical / psychological)	19
Helping local organisations and host societies cater for the needs of refugees	20
Teacher training	20
General	20
Language teaching	20
Schools and VET institutions	20
Other challenges and ideas	21
Capacity to handle migration flows and (long-term) displacement	21
Additional challenges	21
What can the European Commission do?	23
Implementation of the Erasmus+ programme	23
Funding	23
Facilitating cooperation and dissemination of good practices	24
Miscellaneous	25
Policy issues	25
Society's / political challenges and considerations	26
European coordination	26
National responsibilities	26
Intercultural learning	27
Miscellaneous	27

In November 2015, the Directorate General Education and Culture of the European Commission launched a survey to find out from organisations working in school education, VET (vocational education and training) and adult learning, which challenges the refugees and migrants are currently facing, and asked them to share ideas and good practices to meet these challenges. Respondents also had the possibility to suggest ideas on what the European Commission could do to support refugees in the field of education and training.

This document presents the answers given by the 256 respondents to the survey.

Challenges and ideas to address them cover a range of issues:

- *Language learning*
- *Intercultural learning (for refugees and Eur. society)*
- *Acquisition of skills*
- *Integration in Education and training institutions, labour market and society*
- *Recognition of skills & competences*
- *Career guidance / entrepreneurship*
- *Personal / psychological / general support*
- *Teachers training*

Answering refugees' needs

Addressing learning needs

Language learning

Strategies

- General educational programme "Early Integration of Migrants" (EIM) is currently taught free of charge for migrants in 20 Slovene towns, with the aim to enable migrants to improve their knowledge of Slovene, which is a precondition for successful integration. The 60-hour and 120-hour courses provide migrants with the adequate information to help them find or retain work and get integrated into the other dimensions of society. Before they start to teach in the programme, the teachers of the EIM have to participate in the 24-hour programme of training, which is implemented by various lecturers, the programme particularly focuses on workshops, so that the teachers get practical experience for preparing the lessons and develop intercultural competencies. The particular focus is also for the teachers to become acquainted with the characteristics of the target group – migrants, therefore, migrants are also among the lecturers and convey their experience of integration into the Slovene society. The programme comprises ten modules: Introduction to education, Personal identity, Family and Home, Labour market and workplace, Health and social security, Lifelong learning, Public life, Economics, Environment and place, Slovenian society, history, culture and constitution. (Slovenian Institute for Adult Education)
- Education Scotland, national improvement agency for Education in Scotland, recently published its new "[Scotland's ESOL Strategy 2015-2020](#) - The English for Speakers of Other Languages (ESOL) Strategy for Adults in Scotland 2015" as well as a [Strategy to integrate refugees in Scottish communities](#)
- The Donegal Education and Training Board (IE) enables students to join other groups of mainstream students/ programmes. A recent initiative was a series of summer schools (1 week/ 5 full days) incorporating language training and cultural activities; an important support was childcare facilities on site during the week which allowed women to participate.
- Exchange of good practices, elaborating problem solving strategies related to refugee crisis; cooperation between society and the government, particularly with the Ministry of Labour, Social Affairs and Family, Ministry of Health, Ministry of Foreign Affairs, Ministry of Defence and Ministry of Home Affairs (e.g. *Slovakian Office of Labour, Social Affairs and Family*)

Pedagogies

- The Erasmus+ project "[Story Regions](#)" explores how storytelling can be used as a tool in (language) learning for young refugees. So far the results seems to be very good; thanks to storytelling methods the students learn Swedish better and also get a strong identity by telling their own stories. (Regionförbundet Västerbotten, SE)
- The "[NOPROS](#)" Grundtvig project used cooking Italian and traditional dishes together as a tool to learn Italian and to develop social inclusion. (TAMAT, IT)
- The Akmene District Youth and Adults education centre (LT) teaches Lithuanian language in various forms, to help refugees with integration into community and into trade environment, including by using distance teaching for foreigners (e.g.

Ukrainians). The teaching material is available on Internet, every evening student can join lessons in Adobe Connect.

- The South-Kymenlaakso vocational college (FI) has also developed great expertise in teaching by distance future immigrants based in Russia.
- The International Language School srl (IT) is currently preparing online tools, starting with an eLearning platform to help refugees learn Italian.

Language learning in schools and VET institutions

- Intensive language courses in small groups mostly in the morning; simplification of main goals/more support/equipment; involvement of refugees within Liceo Linguistic-language courses in regular exchanges with schools abroad to let them contribute with their own culture and background (*Istituto Istruzione Superiore Giovanni da Castiglione*, secondary school with almost 10-years of experience with students of different/critical backgrounds (mostly Albania, Romania, Serbia, Bulgaria, Pakistan, China)
- Involvement of Arabic-English speaker from day one to help students; extra-English classes for fast integration (*Highgate Private School Nicosia*, private English school, attracting many refugees, mostly from Libya)
- One class for immigrant pupils focuses on Finnish language acquisition and other basic elements, language courses by *IPSSAT "Rocco Chinnici" di Nicolosi*
- Students encouraging and tutoring a group of refugees in Finnish language learning, practical matters, social networking; in planning: voluntary work at reception centres within VET curriculum (e.g. *Sastamalan koulutuskuntayhtymä*)
- Lunch meetings for Syrian refugees with staff and students at the school premises (e.g. *ROCvA - vocational organisation/hotel-and tourism school*)

Language and employment / employability

- A pilot project in the municipality of Lillehammer is testing an approach in which newly arrived refugees are placed at a work place even though they are in the initial phases of their language training. The newcomers learn the language while they work. They are a good help despite the language barrier, learn in a relevant way, acquire friends among the colleagues, feel useful - and have a much better chance of getting rapidly integrated. (Article in Norwegian at <http://www.nrk.no/ho/flyktninger-far-jobb-fra-forste-dag-1.12648879>). VOX, NO
- Provision of Full English taught short programmes for different professions (e.g. physiotherapy) (University of applied science, NL)
- Ce.S.F.Or. - Centro Studi Formazione Orientamento (IT) offers a free language kit for professionals in the catering, tourism and hospitality sector: <http://www.eurocatering.org/>
- The "EYIN" project (**Education for the Employment of European Youth Immigrant Network**), supported migrants and refugees to attend on line courses to improve their English and to be able to write a proper c.v. to support their employability (TAMAT, IT)

Vocational skills

- A Dutch consortium of organisations dealing with refugees and VET has set up a system based on 4 steps:
 - Make sure a good pre-teaching programme / preliminary phase is available in the school where refugees have the opportunity to learn Dutch at the right level for vocational education, are able to orientate on the labour market and prepare for the vocational study.
 - Make sure there is one centre of information for all refugees, escorts of refugees and engaged organisations where information is being shared and is available for everyone (e.g. information on legal possibilities of refugees for following education, which financial support is there for refugees who want to follow vocational education and how many refugees are there in the region)
 - Make sure there are possibilities for refugees to start a study in combination with a job (studying and working at the same time to get a vocational degree). A pilot project wants to link the vocational school, local employers and refugees. Employers who are in need of employees are particularly approached.
 - Ensure the examinations are achievable for the refugees, for example by extending the limited time for making the exam or tolerate the presence of a dictionary. It is also noted that the vocational education is most successful if the integration lessons / integration courses are provided by the vocational institution itself instead of other initiatives and providers. (Stichting voor vluchteling-studenten UAF, NL)
- VET program for refugees with a low/high-skilled background since 2004 (about 3000 students in the last 10 years, men and women aged 16-45, mainly from war zones in Africa and Asia); 84% received one or more official qualifications. 12 programs (construction, technical/administrative professions, hairdressing, shop assistance, ICT, international trade, care for children and for the elderly, gastronomy, etc.) with 4 extra 's: (a) business-related Dutch lessons (4 h/w); individual support by teachers regarding (b) program theory (maths, English, study/digital skills), (c) search for apprenticeships, and (d) preparation and supervision at the workplace to meet employer expectations. The extra's are paid from a common budget for reintegration of the unemployed by the community council where the refugees live. Despite of teacher training, it's a relatively cheap and fast way to integrate refugees in the job market (e.g. *ROC Midden Nederland*)
- After the European Council agreement and a solidarity call from the French President, *AFPA (Association for vocational training of adults)* is working with the French State and Region in the Provence-Alpes-Côte d'Azur offering 2000 refugees an integration training in its training centres (includes accommodation and meals)
- Courses on *Italian cuisine* for 3-5 years allowed Chinese students to work as cooks or start a business in the catering field after returning to China (e.g. project *Il Milione* of *IPSEO "Aldo Moro" Santa Cesarea Terme, Miur, Italy*). A special grant by the Italian Ministry of Education enabled school teachers also to teach Italian pizza, pasta, risotto cooking techniques to students in Jordan. Refugees could benefit from a European need for Italian cooks and waiters through certified training by Italian schools.

- Specific vocational training for immigrants in the last years connecting non-formal and formal education by the *Department of Educational Psychology, IES "Enrique Tierno Galván" Moncada (Valencia, ES)*
- Vocational qualification programme for immigrant students in combination with Finnish language acquisition; work placements in pairs in the same company with foreign and native students; additional English study program leading to a Finnish vocational qualification (e.g. *Helsinki Business College, FI*)
- The Basque Autonomous Community offers high quality education through a free VET system (*TKNIKA, ES*)
- The Spanish *Dos Hermana City Council. Municipal Office of Economic Development & Innovation* carries out [training programs](#) aiming to enhance job training of unemployed people, employees, entrepreneurs and SME according to the training needs of the territory; covenants with enterprises within the program [professional experiences for employment](#) aim to improve the employability of unemployed people through internships in companies, personalised tutoring, acquisition of habits and values of work environments; the [apprenticeships program](#) focuses on professional development of unemployed people aged 16-19 with low levels of education through a practical process inside a local company. The companies provide the opportunity to train youngsters according to their corporate culture and needs
- Integration of the Roma minority in the automotive education by *SOSA, Bratislava*
- A VET Centre in Montenegro also makes sure to offer to Roma migrants a number of programs for basic literacy, achieving first qualification, key competencies, soft skills and other useful competencies for job finding

Other skills

- Offering free IT courses to migrants (e.g. *PerYpezYe Urbane, IT*)
- Possible extension to refugees of an EU project which addresses the personal needs of difficulties of young people after leaving care, to facilitate transition into adulthood ([After Care Guarantee project](#))
- The Grundtvig project "Art Made Man" involved women refugees, to support their empowerment and handicraft competences through art, dance and professional handicraft making. A [methodological report](#) and [manual](#) are available (TAMAT, IT)

Supporting integration

Integration in schools and VET institutions

Welcoming newcomers

- Friendship program between high school students and a group of young refugees (arrived without family and live on their own at a community college) at *Laanila High School* in Finland. Activities include getting to know each other, practicing the new language, playing games, football, other sports, Halloween party, traditional dances, charity donations, lectures on the situation in Afghanistan, Iraq, Syria; volunteering together for senior citizens etc. These activities have been part of an optional high school course called [Global Citizen](#) that meets once a week from September to January. Furthermore, the Facebook group *LaanilaYoungImmigrantsFriendship* between young refugees (living in reception centres with their parents) and Laanila High School students facilitates discussions and planning of activities.

- Involvement of families of students in school activities; flexible groups in classrooms depending on the level of student learning (e.g. *IES Francisco Montoya*)
- Writing competitions for students launched by *Centro Astalli: La scrittura non va in esilio*; fundraising for political refugees through baking and selling cakes (e.g. *Liceo Virgilio in Via Giulia, high school*)
- Systematic activities and special meetings with parents of refugee children allowing exchanges with experts on topics of interest; special educational program for learning difficulties/Dyslexia (e.g. *La Città del Sole. Vasto coop. sociale*)
- Preparatory secondary education for refugees and other immigrants of one year for students aiming to continue in high school; social integration supported by different institutions; annual international and multicultural day where students can speak about their own country and culture. Finnish students support foreigners in their studies, and connect over languages and food culture activities. (*Tampereen kaupunki, Hatanpään lukio upper secondary school*)
- Immediate enrolment; class teachers take care of the well-being (gathering information regarding family status, support with special nutrition and economic aid); children receive extra time and private lessons to learn Greek; local pupils participate in interactive workshops which sensitize them and inform them on the subject of refugees. (*Tamasos Regional Primary School, CY*)
- *Welcome packages* for refugees organized by students and parents; inviting refugees to regular sports classes; offering classrooms etc. to be used for different refugee activities; special refugee classes focusing on language acquisition; IVK classes (international preparation classes) that they can attend regular classes after one year (*Gymnasium Marienthal*)

Other suggestions include:

- Offer free school access for children
- Assessment of newly arrived pupils' knowledge, skills and qualifications.
- Assessing the educational level of refugees to avoid that 16+ year olds have to complete elementary education in order to get into high school. The studied subjects in their home countries in years/completed studies should be taken into consideration and tested in their native languages. The focus could be on learning the host country language, English and subjects they have not had in their home country. They would have better chances of continuing their schooling and following their peers.

Specific pedagogical programmes

- In accordance with the guidelines of the Italian Ministry of Education (27/12/2012) and the document no.8 26/03/2013 referring to BES students, *LICEO SCIENTIFICO STATALE "G. SALVEMINI" BARI* has planned an inclusive teaching programme for a school year. It covers: 1) certified disabilities, 2) specific learning disabilities and young age disorders, 3) social, economic, linguistic-cultural disadvantages. A group working on inclusion (a) collects and edits documents on the specific interventions, (b) compares and discusses the cases, counsels teachers for the management of the classes in terms of strategies and methodologies, (c) surveys, monitors and evaluates the level of inclusiveness of the school, (d) drafts the school year planning for BES students. An *Individual Teaching Plan* will be drafted for students with ex L.104/92 and with a medical certificate (L.170/2010) (to be shared with families, psychologist, and professional references). Teachers considered many strategies by using different approaches and resources to engage and include individuals and groups during

lessons. The following strategies were chosen: 1) educational approach based on relationships, affection and empathy, 2) motivational approach, 3) adaptations of materials and texts for teaching purposes, 4) involving classmates (cooperative learning, peer tutoring), 5) reinforcement and remedial work, 6) support in the way the work is organized, 7) teaching through workshops based on problem solving, cooperative learning, flipped classroom especially with tablet classes, error analysis, respect for learning styles, quality of teacher/student relationship, active listening, empathy, self-esteem re-evaluation, ability to cope with possible difficult situations.

- *Schwanthalerschule* addresses refugee issues since 2004. Most of the pupils, e.g. from Afghanistan, Syria and Iran, came to Germany alone after having experienced torture and violence (not knowing whether their parents/families are still alive or not). Challenges such as psychological support, no German language skills, no previous education are addressed through alphabetization and school social workers that work closely with institutions such as the Chamber of Commerce, the municipality of Frankfurt, various private companies and multinational corporations, local and regional associations, etc. The curriculum and projects aim to broaden the pupil's personal horizons; provide a future perspective through hope, optimism, cooperation, problem solving; and facilitate labour market integration. A specific concept applied in three intensive classes offers teaching in literacy or basics of the German language to newcomers. Refugee children can work with trained social workers and teachers and achieve a level enabling them to accept the past and to start a future in the host country. School projects promote enhanced awareness of different cultures, develop intercultural education initiatives for the school education sector, support the fight against racism and xenophobia, and foster cultural understanding and acceptance. The appointee for child protection works closely with organizations and institutions at local and national level and through local, national and international projects, such as Erasmus+, to improve students' motivation and well-being.
- Media-linguistic tutor from external organization comes twice a week for a whole year to support refugee children (*ITI G. MARCONI, high school*)
- After 8 years of schooling in Italian schools, migrants arrive at *Liceo Aristotele* (Secondary General Education School). Strategies in place: 1) a designed teacher acts as a tutor for students' issues, 2) courses in Italian language, 3) didactic support courses in the subjects where they are necessary, 4) analysis of special needs, also temporarily, to offer more time in tests, shorter tests, use of dictionaries, 5) group work to encourage class socialization, 6) conferences, workshops, and a permeating atmosphere of integration, respect, multiculturalism
- Project "Regional support for inclusive education" 2013-2015 to integrate Roma students in the educational system; ongoing efforts to make them feel equal to the majority of Croatian students. (*Gospodarska škola*)
- The *University of Perugia* is coordinating two European projects on inclusive education, inequality in education, special educational needs, education for all (project website: <http://inclusive-education.net>, www.eap-sel.eu)
- Suggestion to working with / through the European Agency for Special Needs and inclusive Education to encourage more inclusive practices in our education systems

Intercultural learning / citizenship

- School internationalisation and awareness raising of global changes; societal benefits of co-existing cultures (e.g. *Stredná odborná škola obchodu a služieb Prievidza*); cultural differences and respect for diversity (e.g. *IC Toscanini*)
- Educating students through lectures and workshops of various organizations dealing with vulnerable groups of people (e.g. *Technical School Slavonski Brod*);
- A project about life values of a world citizen and charity fundraising activities within the school community (e.g. *The English School Nicosia*); school assembly addressing how we offer compassion and respect (e.g. *Highgate Private School*, [facebook page](#))
- Network project on Human Rights, course about legality, in planning: *Education to citizenship* to talk about respect for different religions, habits and skin colour by *Leonardo Sciascia*;
- eTwinning project on Human Rights by *Collegio Rotondi*
- Preparing for political participation in democratic processes and raising awareness of students aged 16-18 related to the future of Europe and the plight of refugees in the EU. Discussing the issue of refugees and asylum seekers as an overwhelming feeling of helplessness encouraged students to start a campaign and unbiased dialogue. They provided refugees with a *refugeepack* (cf. "Motherspack" to wish new born a "good start") including shampoo -toothbrush -toothpaste - razors - ladies sanitary stuff - scarf - wool socks - hat - water bottle - towel - soap - hand sanitizer - tissues - hair brush - band aids - playing cards - pen and paper - coloring set - Salmiaki - chocolate - look into it - Jenki - hair ties - skipping rope. The students published a list of items that people could donate and turned a part of the school into a donation centre. The school is challenging other schools to provide refugee packs. Part of the campaign is a survey of local community members; results are published on social media to encourage political engagement. (*Kalajoki municipality, Kalajoen Lukio (Kalajoki Upper Secondary Highschool)*)
- eTwinning projects to enable peer to peer education in a safe environment, students develop a concrete sensibility for European citizenship and personal awareness for acceptance and help; exchanges and intercultural workshops (*I.I.S G.LUOSI Mirandola*)
- Comprehensive school teaches students aged 3-14 from all over the world (incl. refugees) in the same classes with Italian students respecting as much as possible the age; Italian lessons as a second language and projects to exchange traditions (food, culture); encouragement to participate actively in any curricular and extracurricular activities (sport, music drama, foreign language courses); watching movies on intercultural themes; Erasmus+ project with Poland, Spain and Turkey to learn about other cultures; inclusion of families (*First Secondary School Education*)
- Collaboration with several associations helping migrants and refugees through local cultural projects, such as *Tutti i colori del mondo (Liceo Delle Scienze Umanee e liceo linguistico "Ettore Palumbo")*
- Ce.S.F.Or. - Centro Studi Formazione Orientamento (IT) offers free online training for the development of intercultural competencies: M.A.S.T.E.R. Mob: <http://www.mastermob.eu/>

Other suggestions include:

- Develop materials for refugees: Introduction to Europe (values, showing European identity, easy to understand, using pictures, areas: religion, politics, ethics, leisure activities, dress code, verbal and non-verbal differences between cultures etc.)

Understanding the refugees crisis / the political situation

- Awareness raising on plight of refugees and gender violence (e.g. *Department of Educational Psychology, IES "Enrique Tierno Galván" Moncada (Valencia)*)
- Addressing policy issues in Europe by *Liceo Scientifico Statale "Morgagni"* in cooperation with AIESEC Educhange (non-profit international university organisation)
- **Erasmus+ project** by *Riga Pardaugava school* on reasons of migrants' problems and ways to help students from migrant families (research on ethnic composition, learning and behaviour problems of the students of participant schools in Portugal, Latvia, Cyprus, Croatia, Germany and Iceland)
- Student projects addressing education/dissemination of information about conflict/war countries. Lessons on *How would you feel and what would you do if there was a war in your country?*, activities focus on pro-social feelings; teacher training courses on co-habitation in a multicultural school; school activities like collecting clothes, books, toys for children (e.g. *1st Independent Secondary Grammar School, SK*)
- Information campaign by *Lycée Général et Technologique Gaspard MONGE* within Comenius project led to a petition to EU institutions for a change in the refugee policy. To prepare this campaign, the students met and interviewed a young refugee and some members of an association helping refugees.
<https://www.facebook.com/eunetizens/>
- **Multicultural club** organizes yearly events that students can get to know each other and work together; as part of a Comenius project students set up a Model European Parliament and the focus of one of the Resolutions was the refugee crisis (http://www.europeansharedtreasure.eu/detail.php?id_project_base=2013-1-NL1-COM06-12889)
- Awareness raising activities through reading and discussing **newspaper articles/reportages**; joint **sport activities** (sport day); **Schoolnet for Peace** dedicated to refugees; European KA2 project "*No problems, just Solutions*" plans to realize activities during the next mobility in Finland in January; some classes go to a **theatre** play dedicated to the refugees (*Liceo A. Bertolucci Parma*)
- Collaboration with different NGOs (Red Cross, Save the Children, Caritas) to raise awareness of the difficulties immigrants and minorities face; Erasmus+ project on "*Overcoming and Breaking Stereotypes*" (*IES RIBERA DEL TAJO*)
- Classes of primary and middle schools attended laboratories concerning the theme of child soldiers, promoted by OIKOS (Organization for International Kooperation and Solidarity) with the testimony of a volunteer. During these laboratories children tried to understand the feelings of people of their own age running away from their country because of war, with a simulation. Some pupils also had the opportunity to visit a refugee shelter in Zuliano. Every year other classes participate in the initiatives of the rights week, promoted by the Young People Government of one of the municipalities. This year's theme was the right to reception with the EU funded project **SAME WORLD**, promoted by the association CeVI (International Volunteer Center of Udine). Topics include citizenship, injustice and environmental vulnerability, biodiversity, the climate system and the expected impacts of climate change, environmental

migration, the role of international actors, justice and intergenerational equity etc. The aim is to help students discover and go beyond their prejudices and stereotypes.

- European partnerships (Comenius and Erasmus+) for almost 20 years, e.g. cooperation with a Hamburg-based class on *Venice asylum seekers*. In collaboration with the Venice municipality, three asylum seekers from the local centre gave a talk at the school about their experience. The class visited and interacted with the refugees at the centre. They video-recorded interviews of asylum seekers and other foreign workers met in the street. During Comenius exchanges (with Germany, France and Turkey) the students were hosted by Muslim families to learn about their culture and customs. Another good practice is *Table of peace, Peace at table*: Every month the project coordinator invites a foreign student and its family to prepare typical food for the students and teachers who assist in the dinner preparation and learn about a new culture. (*IIS Liceo Benedetti Tommaseo Venezia*)
- Meeting with local asylum seekers organised within a fundraising project aiming to buy a cow for a poor family in Ethiopia allowed students (aged 14-19) to hear the refugees' stories and to ask questions; a march for food peace ([Facebook page](#))
- Erasmus+ project on *SUPPORTING SCHOOLS FOR A BETTER EUROPE. FIGHTING XENOPHOBIA WITH EDUCATION* addresses issues such as acceptance, understanding, critical attitude, open mindedness towards people leaving their homes because of wars, crisis, and persecutions. Activities with partners will involve students from 2015-2018. In planning: production of an e-book with different types of materials; surveys within the schools, families, local territories; videos; texts/reflections/proposals; ideas for a better future (link to E-Book available on [school website](#) in December. (*Istituto Comprensivo "Ramiro Fabiani"*)
- Project partners and students from 6 countries came to Vinkovci, charity sale for Red Cross activities for refugees (*Osnovna škola Bartola Kašića*)
- Understanding culture shocks, integration through athletic activities and group work, appropriate counselling services, providing humanitarian aid (breakfast, clothes) (e.g. *Strovolos Lyceum*)
- Evening language courses; project *All Together* managed by teacher of Catholic religion (support activities: counselling, relationships with institutions and voluntary associations; participation in school activities: sport, theatre, conferences). Each class dedicates one day to the new student, who can talk about his/her experience, country, habits/way of life, food. The class teachers have to write programs according to the student's needs, skills, previous knowledge, which are monitored and referred to directors of the study fields by a coordinator (*2 IIS -RUIZ-Augusta*)
- Drama as method to establish projects on equality and human rights in groups of pupils with different backgrounds, incl. refugee youngsters (*City of Kokkola, Finland*)

Other suggestions include:

- Explaining the refugee crisis from a global perspective; projects on inclusion, humanity, solidarity, values against racism and intolerance; information on the situation of Syrian refugees
- A newspaper (e.g. like THE EUROPEAN) to include information and different points of view
- Promote writing competitions, conferences, webinars, Erasmus+ projects, and international panels for young people to help them understand differences in far-away

cultures, to award young people who submit their ideas for coping with the refugee crisis

- Special intercultural events, active involving in everyday society and public life of the school; migrant students could share, show and teach their traditions/culture to the locals. A lot of people have very different opinions about refugees (afraid of terror, no real need for help). Refugees could become contact persons between the host and home schools, which could facilitate the transfer of help and support
- Organize awareness campaigns in the form of conferences, if possible with the presence of witnesses (as part of the curriculum) and other campaigns involving online actions, interviews, flashmobs, petitions and fundraising

Integration in the labour market

Recognition of prior learning, experience, skills and competences / Facing the lack of documentation

- Validation of prior Learning is an established practice in Norway, but it normally involves the use of documentation, which asylum seekers may not have been able to take with them. NOKUT, the Norwegian Agency for Quality Assurance in Education, has established a Recognition Procedure for Persons without Verifiable Documentation. <http://www.nokut.no/en/Foreign-education/Other-recognition-systems/Recognition-Procedure-for-Persons-without-Verifiable-Documentation/>. (VOX, NO)
- The project “Lo sapevi che?” developed several activities towards information and communication for migrants about their rights in the Italian labour market with special focus on the support to the process of recognition of qualifications.
- The Leonardo project “Skillsbank” (LdV Project by) is established as a multilingual tool to describe and define qualifications, provide individual assessments of obtained Learning Outcomes and serving as a basis for career development The system is presently running with user Interfaces in Bulgarian, English, French, German, Italian, Norwegian, Polish, Portuguese and Spanish. A test version is experimented with Arabic The Skillsbank service is fully operating and can be implemented in new settings within a week (Oslo and Akershus University College og Applied Science, NO)

Career guidance / job placement

- The Erasmus+ Project “Valorize High Skilled Migrants” aims to encourage the insertion of medium/high skilled immigrants in workplaces which are coherent to their profile. The project is designing 3 short models of assessment/empowerment/promotion of Soft Skills specifically for medium/high skilled immigrants. (Fondazione Casa di Carità Arti e Mestieri Onlus, IT)
- Use of The buzzgroup concept: resource persons provide feedback to a young adult refugee with a thought about one's own career or how to develop the local community (Centre for flexible Learning, Halsingland education association, SE)

Enhancing entrepreneurship

- The Italian Chamber of Trade for Spain in Madrid has a business incubator that could be used by interested refugees that would like to start a business in the country
- The Fundació Inform (ES) uses the “Practice Enterprise Methodology” which is a methodology applied to all target groups in all over the world which consists of

starting up a simulated company so that students/unemployed people learn skills and how to work in their host countries.

- Project against criminality/for legality to improve competences in entrepreneurship (*Liceo scientifico e linguistico elio Vittorini di Gela*)

Other suggestions include:

- A group of refugees could be taught the basics of trade in each Professional School of the territory

Integration in society

- In the Spanish city of Dos Hermanas, the *Municipal Office of Equal Opportunities & Education* carries out [workshops](#) (craft skills, culture, computing etc.) to encourage the comprehensive development of the human being, helping the well-being and self-esteem of people with the aim of a better integration into citizenship
- Joint gardening activities where refugees can cook their own food; projects in planning: on traditions (plays, music, dances), sewing of puppets and theatre clothing for school theatre, handcraft traditions with local mothers (e.g. *Commune of Kangasala*)
- Use theatre as a vehicle, which helps creating community and fosters citizenship ([Teatro Nucleo](#), IT)
- Use intercultural training sessions currently provided to participants in international mobility (International Consulting and Mobility Agency, INCOMA, ES)
- Using skills & helping people to create a better world/neighbourhood, e.g. [Oasis Game](#) and [Group facilitation methods courses](#) by ICA Associates for team leaders/facilitators (*Juntos, partnering with Elos Nederland & ICA*)
- *The English School* in Finland organises socialising events with young people (football, cooking, learning language) and adults (surveying their skills, defining what they could do, project on putting in action refugees' know-how).
- The *library of Sistranda skole* organises a *language coffee* for refugees and immigrants with Norwegian people
- Since 2012, the Adult education department of the Austrian Federal Ministry of Education and Women's affairs has developed the „[Initiative Erwachsenenbildung](#)“ (Initiative for adult education). Two elements of this initiative are also essential in the context of the “refugee crisis”: ensuring provisions for basic education (e.g. literacy programmes) and promoting provisions for catching up on educational qualifications. All courses are free of charge for the participants. The possibility for individualized learning approaches is given, before an educational program has even started. The adult education organizations themselves are encouraged to provide courses that are focussing on individual needs of the participant. For example the integration of additional coaching in their curricula and an evaluation of the learning needs of each participant at the beginning of the course are institutionalized, which allows individualized and efficient learning for each participant.
- The Roma Education Fund suggests that programs for integration of Roma and internal displaced people (IDP) in the Balkan region could easily be adopted for the refugees integration
- Euroform RFS suggests to promote courses and initiatives dealing with personal, social and professional issues to help refugees rebuilding their own lost identity

Other suggestions include:

- Volunteering to educate refugee children in the camps, schools, nurseries and kindergartens all over Europe
- Schools should promote voluntary work for pupils to be carried out in asylums / friendship /mentor / language learning programs.
- School staff and students could help local organisation looking after refugees (collection of clothes, blankets, helping in the canteen, preparing and serving meals)
- Cultural exchanges with schools, NGOs and institutions of the home countries of refugees

- Funding transnational and transcontinental projects promoting employment-oriented skills
- Establish contacts between young refugees and youth
- Connect education and training challenges to the development of a fair and sustainable global economy
- Host refugees for 2 years maximum in which they have to reach at least an A2 language level and work from the beginning of their arrival, at least as volunteers in an NGO or institution
- Support cooperation among teachers willing to teach languages and support integration in social life (young people (in schools) and adults)
- Avoid geographical concentration and segregation
- Involve refugees in competitive sports to promote their integration
- Mixed theoretical (in classroom) and practical (volunteering) projects under the guidance of experts to teach students the values of voluntarism and solidarity and to meet migrant families

Personal support (practical / psychological)

- Collection and distribution of food and clothes respecting the families' dignity (e.g. *Highgate Private School, Facebook page / I. osnovna skola Cakovec; Agrupamento de escolas de Vialonga E. B 2.3.*)
- The department of culture and leisure of the Swedish commune Partille has developed a project called "[Equal health](#)", in order to ensure that all citizens take part in club activities and meaningful recreational activities, and this year they have invited refugees and EU migrants to participate. They have tried different sports together with the clubs and ordinary citizens and many of them have chosen to continue playing sports etc and surely eased the way into integration.
- TAMAT (IT) is developing a project about green areas, urban gardens and abandoned areas to be revitalized with the support both of refugees and citizens to support developing transversal and technical competences (most of them already practiced in their country some agriculture activities) and social cohesion.
- The Spanish *Dos Hermana City Council. Municipal Office of Equal Opportunities & Education* offers a [municipal program for parent counselling](#) (indirect help to integrate children in education centres). Within the framework of municipal educational psychology services, it aims: 1) to create a meeting point for parents to make them think about their family dynamics, and through thematic workshops and seminars to facilitate strategies for everyday situations; 2) to give families the right tools to prevent and cope with difficulties a) in the family (communication, relationships between siblings, behaviour, emotional abilities); b) within couples (marital break-ups, communication); c) in school (relationships as equals, adaptation to the educational centre, school absenteeism, study habits)

Helping local organisations and host societies cater for the needs of refugees

Teacher training

General

- Organisation of seminars for teachers in 2015-2016: "Refugees and Peace Education"; "Human Rights Education"; "Meeting the Challenge of the Multicultural Classroom" (Centre de Formação Dr. Rui Grácio (Teacher Training centre), PT)
- E+ mobility throughout Europe for technicians and policy makers from Private and Public institutions to explore good practices in supporting Refugees, Asylum seekers and economic migrants to better integrate and adapt them to a new social, educational and economic environment. Aims to identify and transfer good practices from these countries and create an informal network (INCOMA, ES)
- Education Scotland, national improvement agency for Education in Scotland, recently published a review which brings together a range of reports and resources to assist staff in considering positive interventions that will lead to successful inclusive approaches to support the achievement and language competence of those newly-arrived in Scotland: *Supporting learners: the education of learners newly arrived in Scotland. Review of resources, advice and guidance from Education Scotland*
- Causes/reasons for refugee crisis often unknown to teachers: migration challenge is addressed via two English courses and an integrated English-drama course, authentic materials are used (media studies, history, languages) leaving room for discussions from different perspectives.

Language teaching

- Organisation of training workshops for volunteers, who are being trained as assistants for language teachers, and as language mentors who can help newcomers to practise the language. A web site has been established to gather resources and information for the volunteers: <http://www.vox.no/Norsk-og-samfunnskunnskap/norsktrening/> (VOX, Norwegian Agency for Lifelong Learning)
- The Erasmus+ project "[For integration and tolerance](#)" explores methodologies to teach languages to migrants and refugees (Vilnius Gabriele Petkevicaite-Bite Adult Education Center, LT)

Schools and VET institutions

- Project [EDINA](#) (EDucation of International Newly Arrived migrant pupils) brings together policy makers, schools and researchers from Finland (Helsinki), Belgium (Ghent) and The Netherlands (Rotterdam and Utrecht). The main objective is to provide support to municipalities, schools and teachers in the reception and the integration into the school system of Newly Arrived Migrant pupils (NAMS). This programme includes a training module to develop specific teachers' competencies, a training module to promote active differentiation within the classroom, a toolset and resource base to optimize the reception, observation and transition processes of NAMS. A particular strength of the programme is that it is developed by an interdisciplinary team including schoolteachers, school boards, municipalities, and researchers from pedagogy, didactic, intercultural communication and second language acquisition and is to be used by teachers, schools, municipalities and policy

makers. It is based on a thorough qualitative analysis of the situation of NAMS (age 6-18) in the educational system of the three countries involved. The goals are (1) to reduce disparities preventing under or over referral to specialized care, proposing adequate strategies and activities to help teachers, schools and municipalities to support these children, (2) to increase the efficiency of investment in the education of NAMS supporting the development of management programmes for this group at city level and, (3) to strengthen education and training paths of school staff fostering the collaboration between schools, municipalities, and researchers nationally and internationally. With this programme, we aim to ensure that NAMS may access the level of education that corresponds to their cognitive possibilities in order to reduce early school leaving and to support excellent schooling attainment. The three Member States provide education for children and adolescents regardless of their residential status. However, criteria regarding the reception, duration of special schooling, transition to regular or to secondary school, constitution of learning environments, and instructional background of teachers greatly vary within and between the countries. At present it is unknown which of these different approaches are the most effective. (*Utrecht University*)

- The Erasmus+ **DEEPER** project (Developing innovative and integrated training programmes for Refugees and Asylum seekers) addressed in particular the needs of VET teachers and learners (INCOMA, ES)
- Inform teachers not involved in mobility activities about good practices (seminars, conferences, workshop); special activities with students, such as *English City Camp* and eTwinning projects; [school website](#) provides materials for 8 subsections: methodology, storytelling, drama, games, culture, festival, CLIL, eTwinning. (*Direzione Didattica di Vignola*)
- Working group for inclusion that follows a fixed procedure, according to which everyone knows what to do (welcome, best educational pathways) (Istituto Comprensivo Fratelli Casetti)

Other challenges and ideas

Capacity to handle migration flows and (long-term) displacement

- Building partnerships with NGOs and institutions of the home countries of refugees; helping refugee students by promoting employment-oriented skills (e.g. *Istituto comprensivo 'Europa' Faenza (RA) – MIUR*)

Additional challenges

Other challenges were identified for organisations, but no specific good practice was mentioned in relation to these:

- Teaching material not sufficiently available or not specific enough (especially for language learning by adults)
- To facilitate professional integration:
 - support companies in the development of diversity management approach and in the recognition and valorisation of the added value of migrant (refugees) employees
 - define new services dedicated to high skilled migrants/refugees where people could find opportunities and recognition for their professional experience and where the labour market could find high qualification employees

- The Fondazione Casa di Carità Arti e Mestieri onlus suggested the need to reinforce the qualification and skills of staff involved in projects for refugees, with particular attention to develop specific approaches dedicated to high skilled refugees
- Euroform RFS suggests to organize targeted training courses for staff in order to be able to count on its ability to face the most improbable situations through their problem-solving skills
- Provide teacher support and training on the refugee crisis, EU policy and the Geneva Convention on asylum. More opportunities to compare the refugee policy and the refugee reception in the different EU countries
- Support school staff to facilitate the language acquisition and the relations among the students
- Mediators needed speaking the native language of the pupils (teachers often have too many students in the classroom) for in and after-school activities
- The national, regional and school curricula should pay attention to how to integrate the refugee theme in all subjects. In-service teacher training is needed to achieve common values and missions. School books and materials should deal with the question with reliability and validity.
- Involve psychologists of territory
- Support positive actions (through media etc.) to encourage people to act

What can the European Commission do?

Respondents to the questionnaire were asked “how could the European Commission contribute to initiatives that address education and training challenges related to the refugee crisis?”. Here are their answers:

	Answers	Ratio
Give more priority to the relevant topics in the calls of Erasmus+	143	54.79%
Disseminate information about good practices	182	69.73%
Provide networking opportunities for projects/organisations	161	61.69%
Other	23	8.81%
No Answer	10	3.83%

In addition, a number of individual suggestions or comments were made, as described below.

Implementation of the Erasmus+ programme

Funding

- Create a specific call which refers to this issue, where it is possible to submit projects concerning the refugee crisis
- Provide incentives for participation of refugees and migrants in learning and training projects similarly as for disadvantaged or handicapped participants
- Facilitate the participation of small organisations, as it was under LLP / Grundtvig
- Additional funding for integrated studies
- More financial possibilities for students who are older than 30
- To be really helpful VET organizations need immediate financial help. They have to estimate what kind and how much financial help they need, what they can realize and how much time they need to get their goals.
 - 1. Consider financial help to provide targeted training for the organization staff.
 - 2. Consider financial help to guarantee actions of primary importance: orientation, counselling, personal proling and assessment centre.
 - 3. Estimate subsidies for further actions and interventions: - Personal and professional interview and guidance, - Promotion and organization of vocational training courses in budding professional fields, - Promotion and organization of courses dealing with integration and valuation of theoretical and practical skills in order to rebuild refugees’ identity and their previous professional profile.
 - 4. Estimate subsidies and financial help for other actions: - Fostering refugees’ integration in the host education and training systems, - Acknowledgement and validation of degrees and past professional work experience, - Long-lasting integration of the refugees on the labour market.
- To allow language training for incomers to be included in Erasmus+ Projects (please no online training. This kind of training can be of real value only for already skilled people in certain language)
- To budget and allow language training inside KA2 initiatives

- To allow and fund short apprenticeship periods inside KA2 initiatives as part of the projects. This project <https://ec.europa.eu/migrant-integration/intpract/aprendiz-apprentice> has proven to be very effective by then. You can inspire your ideas in its operative lines.
- Start funding a new Key Activity "helping refugees to settle in" encouraging networking between different actors. These projects could be realised at a national and international level, and address three birds with one stone: internationalisation at home + help for refugees + influencing people's attitudes. Funding could also be used for salaries (teachers/refugees mastering the host country language). Several calls during the year, lump sum principle for the funding so that the money can be spent on the real needs instead of administration.
- Give more specific funding through Erasmus+ or another programme
- Courses/projects on Global Citizenship and Volunteering should be obligatory for all comprehensive and high school students (with EC support/(re-)define priorities at the EU level and "share" goals/Task force to study the best and more feasible practises and disseminate them)
- More money to employ people for local integration activities: teachers, social workers, youth workers etc.
- EC funding for special projects about integration, for example summer camps at school.
- European grant for schools willing to provide national language and culture courses for refugees and foreigners in general
- Schools should have grants in order to build up special actions devoted to migrant children that foresee skilled teacher staff, maybe with a good knowledge of migrants' mother tongue.
- Schools are a very good "channel" to integrate refugees into the local culture and traditions. Erasmus+-projects are quite large and heavy to organize in schools. (Our school is in e-STEPS to the future 2014-1-BE03-KA201-000721_5). A shorter and lighter project, for example "Erasmus+ refugee-project", should be created (for topics such as "Food- and handcraftateljes", sport clubs, nature clubs etc.). Schools need more resources to organize e.g. transport and food for refugee guests.

Facilitating cooperation and dissemination of good practices

- The current situation implies an enormous linguistic Challenge, and part of this Challenge could be solved through cooperation at European level. We would like to suggest a linguistic portal offering 1) knowledge about the different languages spoken in Europe, 2) Access to self-testing (Dialang?), 3) Access to online resources for language learning, including Less Widely Taught Languages (link to the EPALE Resource database?)
- Use eTwinning projects to disseminate good practices. Present an Erasmus+ project about this subject between countries with different religious perspectives
- Newly Arrived Migrant Students: would it be possible to organize a roundtable with all institutions currently working on this topic? (Utrecht University)
- The European Commission could work together with the Red Cross & other neutral organizations to create and disseminate good practices between schools / young people and refugees.
- Partnerships with NGOs and institutions of the home countries of refugees

Miscellaneous

- Elaboration of good materials, resources, etc. for education that could be disseminated freely, with no cost for the refugees.
- Facilitate the access to language courses, summer schools, preparatory master courses, other courses for refugees without education

Policy issues

- Attention to loopholes in national laws and qualification requirements that limit refugee students
- European commission should put pressure on national governments to encourage more flexibility and less rigid rules to include more people in courses and schools. Education is essential for good integration.
- EU Commission has to support the measures that actively aim to the integration of refugees in EU society
- Developing the Strategy for the Inclusion of (Forced) Migrants into Adult Education on the EU level.
- Recognition of prior learning accomplishments
- Facilitate the procedure for permanent qualifications to approach the labour market
- Curricula should be analysed up to ECVET that refugee student learning could be recognized abroad
- Establish consultancy for refugees and direct them to areas with labour shortages
- EU institutions and NGOs should provide more guidance and act as a forum to address issues. The field of higher education was not addressed in this way so far. A special positive approach towards project submissions, specifically designed for HEI should be considered.
- Provide guidelines for a special core syllabus which represents the minimum learning standards each person is entitled to receive when entering the school system as a refugee

Society's / political challenges and considerations

Beside challenges, ideas and practices mentioned above, respondents to the questionnaire also made a number of other comments.

European coordination

- Proper institutional coordination among European institutions, European Member States, public administrations, non profit organizations. In all levels (European, national, regional and local).
- We need national strategies on the inclusion of (forced) migrants in adult education, as well as such strategy on EU level
- An international approach is needed to support adult training and learning for local bodies, NGOs, and operators with its intellectual outputs about refugee management approaches and experiences. Countries need to study the results of activities, to implement more good practices and moreover to solve the big differences among the different areas of within the country and/or among EU countries.
- Need to promote the coordination among European institutions and European Member States in order to facilitate the reception of the refugees. Then, to improve the communication of the EC and other European Institutions to the European population in order to avoid discrimination and rejection of refugees and immigrant people.
- Need to create infrastructure for the possible permanent stay of refugees

National responsibilities

- The overall plan to educate and integrate refugees into a European society should be the state's responsibility. If the state gives guidelines and recommendations, the education providers need to follow them
- Governments to change rules while refugees wait for status clarification to allow an integration training / employment during asylum application period
- Facilitate the procedure for residence permits
- Solve problems in the home countries (stop the war)
- The refugees should (1) want to stay in a country first and understand that nothing is for free. (2) Afterwards, they could use locked schools like language and life skills learning centres before they are integrated in other schools, depending on parent's job location.
- Refugees should be welcomed in schools receiving (1) help and assistance through experts and doctors. (2) Linguistic centres in each institution could be useful to share opinions and feelings, and promote the necessary linguistic competences among refugees and school staff.
- European countries have to implement measures and efforts in every field of social life, such as health assistance, education, job finding, hosting policies, in order to achieve inclusion. Different policies, status definitions and a lack of sensitivity of the host-countries should be countered through awareness raising in teaching that our society has become multiracial and that this fact can be considered as an added value to everyone's growth.

Intercultural learning

- Fight against discrimination
- In Europe we have lack of information about the culture and reality of the countries refugees come from, their history, traditions, values, ... basic information about the countries but than also the individual stories of people and general cultural aspects (arts, literature, theatre, music, children stories, cuisine, sports, nature, natural and cultural heritage).
- To develop culture and sensitization addressed to the civil society in order to see the refugees as a resource and not only as people with requests of assistance.

Miscellaneous

- The main challenge faced by Norwegian stakeholders is the sudden and very dramatic increase in the number of arriving asylum seekers, which puts at risk the implementation of the otherwise quite well-structured system for educational integration measures. The system does not have the needed capacity. There are, for instance, not enough teachers to serve the wave of newcomers. Norway is also conscious of the need to increase the speed at which the newcomers are integrated into society, which implies both language teaching and validation of their qualifications. Some of the newcomers are quite well educated and will also benefit from language courses with a more speedy progression than the traditional ones.
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- In contrast to other people with basic educational needs in Austria, the „group“ of refugees with basic educational needs is even more heterogeneous in regard to their individual educational background. Especially young people who don't have to attend school, and who could not attend school in the last years because of the political situation in their home countries, make more individualized learning approaches necessary. Therefore courses that focus on the individual background of the participants are way more important than reach educational goals in a specific time frame based on general curricula. Other supportive educational practices like coaching and an early evaluation of the educational background became a central part of the educational work with refugees.
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- It's important to point out that the arrival of lots of refugees in Italy and in Calabria has contributed to increase the existing financial crisis. So the need of solving this problem leads local and national institutions, associations and communities to be directly involved. In our field, education and training, we are seeking to make a contribution focusing on the following points: to spread the importance of legality among people, to promote the defence of human right and equal opportunities, without status, gender, religious, political orientation, race, national and age distinctions; to promote welldevised training courses dealing with knowledge of social integration and Italian language and culture; to promote assistance through the institution of information centres and services which also have the aim to set up meetings on topics such as integration and social responsibility inviting both refugees and hosting associations and organizations. To conclude, our centre could also be the first place where refugees can get every information they need about Italian politics and government regarding immigration, how to apply for social health assistance in our Country.
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- A good support for the refugees would be giving them a good information and response about legal questions, in each country of the European Union, that may affect them in order to get a job, to legalize their situation, etc.
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- Even if many politicians on national and/or European level speak is focusing on problems with migration, we can notice a huge engagement among "ordinary people" wanting to help in one way or another. Institutions, organisations, municipalities and so on should consider these volunteers as a resource and facilitate helping activities. (Now everything is going on as it always has, perhaps it's time to find new ways where people and society interact in a better way).

