Integration and Technical and Vocational Education and Training (TVET)

BILT Webinar
'Ready to respond: TVET and refugees'
6 September 2022, 9:30 – 11:00 CEST
Organized by UNESCO-UNEVOC and BIBB

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Integration and TVET

• Exploring linkages between education (technical / vocational learning) and integration outcomes

• Promoting an inclusive and welcoming learning environment (insights from IOM’s migrant training programming)

• Overview of the Broader Integration Ecosystem: Strengthening linkages between integration support and TVET
Education and Integration Outcomes:
Some Preliminary Findings of an Integration Survey in Brazil, Dominican Republic and Peru
Developing and piloting a multidimensional measurement tool ‘IOM / IPL Migrant Integration Index’

- Being piloted in Brazil, Dominican Republic and Peru with over 10,000 surveys to date
- The IOM IPL Migrant Integration Index aims to assess the **capacity** and **knowledge** of migrants in successfully establishing themselves in their host communities to inform interventions, policy formulation, and broader development outcomes.

**Six Dimensions of Integration Capacity**

- Psychological
- Economic
- Political
- Social
- Linguistic
- Navigational

+ additional targeted questions on discrimination
Integration scores **increase with educational attainment**. Integration score are the lowest for respondents who finished primary school.
Relevance of education in migrant integration in Brazil

Integration scores increase with educational attainment.

High proportion of top earners have technical education.

Note: Spearman’s correlation coefficient = 0.16
Relevance of education in migrant integration in Brazil

Difference in integration between “Not in Education, Employment, or Training” (NEET) and “Employed/In School”

<table>
<thead>
<tr>
<th>Variable</th>
<th>NEET</th>
<th>Employed/In School</th>
</tr>
</thead>
<tbody>
<tr>
<td>IOM/IPL Integration Index</td>
<td>0.44</td>
<td>0.55</td>
</tr>
<tr>
<td>Economic dimension</td>
<td>0.20</td>
<td>0.50</td>
</tr>
<tr>
<td>Social dimension</td>
<td>0.47</td>
<td>0.61</td>
</tr>
<tr>
<td>Linguistic dimension</td>
<td>0.61</td>
<td>0.70</td>
</tr>
<tr>
<td>Political dimension</td>
<td>0.26</td>
<td>0.32</td>
</tr>
<tr>
<td>Navigational dimension</td>
<td>0.49</td>
<td>0.52</td>
</tr>
<tr>
<td>Psychological dimension</td>
<td>0.64</td>
<td>0.67</td>
</tr>
</tbody>
</table>

The divide between respondents who are employed/in school and those who are not in education, employment or training show that education – and employment – play an important role in migrant integration, especially in the economic and social dimensions.
In the three countries, men have higher integration scores than women. In Brazil and Peru, men show higher integration scores across all the dimensions and variables of integration.
Gender disparity and educational attainment

Integration score per educational attainment sorted by gender in Brazil

Integration score per educational attainment sorted by gender in the Dominican Republic

Integration score per educational attainment sorted by gender in Peru

Women with equivalent educational background and qualifications to men still score lower on integration outcomes all three countries.
Creating an inclusive learning environment for refugees:
Lessons from Pre-departure Orientation Programmes for Refugees to be Resettled
What is PDO?

• Prepares refugees prior to their resettlement

• PDO Methodology

• All-inclusive Environment

• Our Curricula

• Feedback Mechanism
Main Objectives of PDO

- Prepare refugees for their first few months of resettlement
- Assist refugees to develop the skills and awareness for adjustment to new context
- Instill practical attitudes of self-sufficiency
- Help develop general understanding about the services in the resettling country
- Reduce culture shock
- Help refugees develop realistic expectations about their resettlement and future in the new country and address their questions and concerns
- Empower refugee women and youth
Migrant training 2021 Overview

- 34 projects
- 69 nationalities
- 52,790 beneficiaries
- 93 training sites
- 52% vs 48%* refugee beneficiaries
Which topic would be the most important to you and why?
Engagement

- Focus on Experiential learning
- Information delivered through activities that maintain interest & involve people with different abilities
- Repetition that helps with retention

How do we learn?

We remember only:
- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE and HEAR
- 70% of what is DISCUSSED with OTHERS
- 80% of what is EXPERIENCED PERSONALLY
- 95% of what we TEACH TO SOMEONE ELSE

William Glasser
Migrant Training Approach

- Work together to solve problems
- Address misinformation & misconceptions
- Identify similarities & differences
- Ensure content is accessible to all
Strengthening linkages between integration support and TVET
Ecosystem of holistic integration support and TVET

**Pre-arrival services**
- Curricula Development
- Delivery methods of group orientation (virtual/in person)

**Reception services and post-arrival orientation**
- Needs assessments and referrals
- Information and orientation sessions for newly-arrived (at group, family and individual levels)

**Enabling Services**
- Language training
- Skills development training and TVET
- Employment-related services, work placements, mentoring and counselling, networking, etc.

**Community connection and local services**
- Targeted matching
- Cross-cultural and social mixing activities
- Community and employment partnerships with private and public sector
- Competency development

'**Soft landing**' and strengthening preparedness for integration
Providing a continuum of employability support and orientation

Skills assessment at pre-departure

Community orientation sessions and One Stop Shops

Community orientation sessions provide multiple stakeholders (service providers, authorities, already settled refugees; community members) with guidance on how to cultivate a welcoming environment for new arrivals.

One-Stop-Shops (OSS) offer a wide range of support and services tailored to the needs and vulnerabilities of newly arrived migrant and refugee populations. It facilitates a more streamlined and effective approach to information sharing, referral and case management, service provision and counselling related to housing, education, jobs, health, transportation, documentation, financial aid, and other pertinent issues.
Develop targeted interventions/enabling services for comprehensive support

- psychosocial support services;
- parental involvement/family dynamics
- volunteering and community connections
- incorporate diversity and social inclusion considerations in all phases of the interventions
Thank you!

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