

Bridging Innovation and Learning in TVET (BILT) Thematic Workshop – Migration and TVET 10-11 December 2019 – University of Nottingham, UK

Participant Overview

Institution	Representative(s)	Project / Topic	Project Description	About the Institution	E-Mail Addresses	Further Links
University of Nottingham, UK	Volker Wedekind, Haya Fakoush, Alicia Bowman	<p>a) International Migration and TVET – Context Setting</p> <p>b) Topic 3: Social Inclusion of Migrants</p> <p>c) The Gendered Narratives of Immigrant Learners with Limited Formal Schooling</p>	<p>a) Trends in international migration, Types of international migration, Consequence of migration and its implications for TVET (access and provision, recognition, language support, TVET curricula, teacher training, guidance, facilitation of local work experience, mental health provision for displaced)</p> <p>b) Many of the challenges faced by migrants can be addressed by understanding what makes them feel other than ordinary. Being valued, feeling safe and being part of a community are some of the dimensions that need to be understood. Work with migrants and refugees has led to the development of a broad framework for thinking about inclusion.</p> <p>c) This Doctoral dissertation will explore the concepts of integration and belonging, through the lived experiences of female immigrant spouses with low levels of literacy or formal schooling in Britain. Drawing on semi-structured interviews, ethnographic research and Photo-voice stories, it will</p>	<p>The University's mission is to create long-lasting, deep relationships with the best institutions across the globe. Nottingham is in the top 100 universities worldwide. It currently has over 45,000 students, including 11,500 at the international campuses. Its Global community comes from more than 150 different countries. The University of Nottingham sees its position as one of Britain's leading research universities.</p>	<p>Volker.Wedekind@nottingham.ac.uk</p> <p>Alicia.Bowman@nottingham.ac.uk</p>	<p>https://www.nottingham.ac.uk/</p>

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provide an account of how individual migrant women from India and Pakistan relate to notions of transnational migration, citizenship and agency and how these concepts are connected to their identities, language and literacy practices.

**UNESCO-
UNEVOC,
International
Centre**

Jens Liebe,
Tristan Cole,
Alexandra
Filippova

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training is UNESCO's specialized centre for TVET and an integral component of UNESCO's international programme on TVET. It serves as a hub for the worldwide UNEVOC Network and supports UNESCO's Member States in transforming their TVET systems to meet the challenges and realize the opportunities that TVET presents. The BILT project is carried out in collaboration with the UNEVOC Network members, coordinated by UNESCO-UNEVOC, with support of the German Federal Institute for Vocational Education and Training (BIBB) and sponsored by the German Federal Ministry of Education and Research (BMBF).

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BIBB, Germany	Vera Hark, Daniela Wiemers	NetQA Network Skills Analysis	Cf. Saaris (below)	The Federal Institute for Vocational Education and Training (BIBB) is recognized as a center of excellence for vocational research and for the progressive development of vocational education and training (VET) in Germany. BIBB works to identify future challenges in VET, stimulate innovation in national and international vocational systems, and develop new, practice-oriented solutions for both initial and continuing vocational education and training. BIBB carries out the BILT project in cooperation with UNESCO-UNEVOC.	vera.hark@bibb.de wiemers@bibb.de	www.bibb.de
OMNIA, Finland	Sirikka Wiman	OSKE - Skills Centre for Migrants	In context of the importance of the integration of migrants into the training activities and / or to the working life, the initiative of OSKE started in 2018 with a regional needs analysis together with the local authorities. The analysis showed an urgent need for centralized services for migrants and foreigners in Espoo. The city of Espoo has stated in its strategy that migrants' level of education has to be elevated and the paths to integration into the society and to the working life have to be made more flexible and rapid.	Omnia is a forerunner that offers a wide range of services with a focus on supporting lifelong learning. One of the strategic priorities is to use education as a mean to fight against social exclusion and to prevent discrimination. Omnia promotes social inclusion and critical thinking as well as social and cultural diversity. It is a multisector education provider and regional development center. They offer innovative learning environments and beneficial partnerships both in national and international education development projects. They also host and send abroad hundreds of experts and students yearly in mobility projects (Erasmus+, Nordplus, networks outside Europe).	sirikka.wiman@ omnia.fi	www.omnia.fi

Saaris, Germany	Barbara Brem, Daniela Wiemers (BIBB)	NetQA Network Skills Analysis	NetQA's aim is to support the responsible institutions in the recognition process via a regional expertise and network structure for qualification analyses (QA). A skills analysis can help to demonstrate professional competences in a recognition procedure in case of incomplete or missing documents. Competences, skills and abilities are tested on the basis of work samples, interviews (technical discussions) or a work test at a company. NetQA offers both the trainee and the employer an ideal way of evaluating their professional competences. The Federal Institute for Vocational Education and Training (BIBB) is responsible for overall coordination and knowledge management in the project.	Saaris (saarland.innovation&standort e.V) offers a comprehensive range of services to Saarland-based companies from all sectors and of whatever size as well as start-ups to improve the competitiveness and innovative strength of the Saar economy and to secure its continued existence on a long-term basis. The range of services includes further vocational training programmes for skilled members of staff and executives. Since 2013, saaris e.V. has been responsible for the location marketing of the state Saarland and is supported and funded by the Land government of Saarland.	barbara.brem@ saaris.de	https://www.saaris.de/welcom-e-center/netqa/ https://www.anererkennung-in-deutschland.de/html/en/skillsanalysis.php
Springhouse, Finland	Kristel Kivisik	Immigrant integration and settlement training	Services helping immigrants establish themselves on the Finnish labour market.		kristel.kivisik@ springhouse.fi	www.springhouse.fi
Zuyderland Care Centre, Netherlands	Maarten Coolen	In de zorg – Uit de zorgen (IDZ-UDZ) (In care – out of care)	Recognized refugees run into all kinds of obstacles in society. Certainly also when looking for work in healthcare. Healthcare is highly institutionalized and tied to strict protocols. In addition, refugees often experience communication problems. The partners from Dutch and Belgian Limburg and the Städteregion Aachen want to remove the aforementioned obstacles by developing a special care-oriented program with a mediation process, (additional) training and personal on-the-job guidance for refugees.	With 8 Care Centers / Nursing Homes, 2 Hospices, Home Care, Domestic Help and Youth Health Care, Zuyderland is the largest employer of the Province Limburg. Zuyderland provides physicians with excellent opportunities for specialization. Top clinical courses are offered in cooperation with, among others, Maastricht UMC+. Zuyderland also plays an important role for physicians as a regional teaching hospital.	m.coolen@zuyderland.nl	https://www.zuyderland.nl/ https://www.idz-udz.eu/

Moreover, the project aims to positively influence the perception of employees and caregivers of the organizations involved with regard to refugees.

Otava Folk High School, Finland	Dr. Fulvio Rizzo	KATE Project (South Savo easily accessible model to international comers: paths to working life and entrepreneurship)	KATE project has the goal of creating a hybrid (blended) accessibility model in the region of South Savo, Finland. By combining both existing and new services (both face-to-face and online), the model supports both the employment of international comers as well as business growth. Services provided include job coaching, advice and support for setting-up a business, studying counselling, and match-up events. KATE experts support as well companies in the hiring process of international comers.	Otava Folk High School is an enterprise owned by the city of Mikkeli that specializes in digital education and different study programmes (e.g. comprehensive programmes) for students with immigrant background. The learning institution is actively applying phenomena based teaching and learning. It offers finnish culture and immigrant orientation courses due to the guideline of the school that education is an important bridge-builder between cultures.	fulvio.rizzo@otavia.fi	http://katehank.e.fi/kate-hanke
Fundación Secretariado Gitano, Spain	Irene Rodríguez	Employing Digital	This project aims to improve the social and labor inclusion of vulnerable groups, through the experimentation and new methodologies in the development of individual employment action plans linked to the labor market in the digital age. It is also supposed to contribute to reduce the gender gap and promote professional women. Empleando Digital (Employing Digital) has been one of the winners of 2019 Vocational Education and Training (VET) Excellence Awards. The project is also developed by the Spanish Red Cross in cooperation with Fundación Accentur, providing the technical expertise.	The Fundación Secretariado Gitano (FSG) is an intercultural social non-profit organisation that provides services for the development of the Roma community in Spain and in Europe. FSG develops all kinds of actions that contribute to achieving the full citizenship of Roma, to improving their living conditions, to promoting equal treatment and to preventing any form of discrimination, while promoting the recognition of the cultural identity of the Roma community.	Irene.rodriguez@gitanos.org	https://www.gitanos.org/que-hacemos/areas/employment/employing_digital.html https://www.gitanos.org/actualidad/archivo/129777.html

Cedefop	Ioannis Katsikis	Complementary pathways for adult refugees: the role of VET, skills and qualifications	The project aims to contribute in expanding protection and solution opportunities through complementary pathways of admission to Europe and legal intra-EU mobility. For this purpose, the project has designed a VET, skills and qualifications supported complementary pathway mechanism that takes from the beginning VET, skills and qualifications into account as a way to support legal mobility of refugees and has the potential of increasing labour market integration possibilities in the medium to long run.	<p>The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union. Cedefop works to strengthen European cooperation and provide the evidence on which to base European VET policy. Cedefop's added value is the high quality of its comparative analyses and expertise gathered through research and networking. Cedefop works closely with the European Commission, Member States' governments, representatives of employers and trade unions, VET researchers and practitioners. It provides them with up-to-date information on developments in VET as well as opportunities for policy debate.</p> <p>Since 1919, the ILO brings together governments, employers and workers of 187 member States, to set labor standards, develop policies and devise programs promoting decent work for all women and men. The main aims of the ILO are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues. The unique tripartite structure of the ILO gives an equal voice to workers, employers and governments to ensure that the views of the social partners are closely reflected in labor standards and in shaping policies and programs.</p>	ioannis.katsikis@cedefop.europa.eu	https://www.cedefop.europa.eu/en/events-and-projects/projects/adult-refugee-legal-mobility
International Labour Organization (ILO)	Christine Hofmann	Expert's Panel				www.ilo.org



**Center for
Global
Development
Studies, UK**

Helen Dempster Expert's Panel

CGD works to reduce global poverty and improve lives through innovative economic research that drives better policy and practice by the world's top decision makers. CGD currently focuses on the following areas critical to development progress: Global Health Policy; Migration, Displacement, and Humanitarian Policy; Sustainable Development Finance; Technology; Education; Governments and Development. The institution generates new ideas, actionable policy proposals, and independent research.

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**International
Organization
for Migration
(IOM)**

Manuel Hoff Expert's Panel

Established in 1951, IOM is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners. With 173 member states, a further 8 states holding observer status and offices in over 100 countries, IOM is dedicated to promoting humane and orderly migration for the benefit of all. It does so by providing services and advice to governments and migrants. IOM works in the four broad areas of migration management: Migration and development, Facilitating migration, Regulating migration, forced migration.

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COMETA, Italy Paolo Nardi

MiniMaster: VET
for inclusion and
identity
development

After a first coaching, Cometa involves young migrants in a 1,300 hours course in Food & Beverage (to become waiters or waitresses) or Housekeeping, called “MiniMasters”. The involvement of companies is deep, in terms of professionals involved as trainers and in terms of opportunities of a longer internship (960 hours) in the most relevant hotels and restaurants in Como and neighbourhood.

Cometa Formazione is a VET organization and school-enterprise based in Como (Italy). Started as a training center focused on NEETs, today Cometa proposes its innovative learning approaches for different targets, including migrants. It is a networking place, a “city within a city”, where children and young people are encouraged to appreciate the meaning of life and where the families are helped and supported in their education efforts. The pedagogical approach of Inclusive Excellence provides learners with high quality professional skills, but carefully fostering their social and emotional skills.

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cometa.org

<http://cometaresearch.org/educationvet/vet-for-inclusion-and-identity-development-the-cometa-approach-with-young-migrants/>

MCAST, Malta Nadia Maria Vassallo

Making education
accessible to
enhance learning,
employability and
integration
opportunities for
migrants

Due to the high employment rate and the geopolitical scenario, the flow of migrants is increasing. Hence, initiatives were launched within the college and within the country in collaboration with ministries and institutions. Some initiatives include: Teaching of Maltese as a Foreign Language; Teaching of foreign languages on a voluntary basis; Organisation of activities such as Diversity Day; The introduction of FLEEK (Forming Leaders in Emotional Energy and Kindness) which is a peer to peer support programme.

Established in 2001, the Malta College of Arts, Science and Technology is the country’s leading vocational education and training institution. Six Institutes in Malta and the Gozo Campus, MCAST offers 180 full-time and over 300 part-time vocational courses ranging from certificates to Master’s degree. The College supports small and medium-sized enterprises through a multidisciplinary approach. This encompasses work-based learning through the Apprenticeships Programme and the various entrepreneurship initiatives.

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<https://www.mcast.edu.mt>

CFL Söderhamn/H UFB, Sweden	Annelie Dahlin- Jones	Acquiring Language and Skills to successfully enter the work force – a Swedish Approach	CFL (Centre for Flexible Learning) is the public centre for all types of adult, VET and distance education in the region of Halsingland, in the rural northern part of Sweden. CFL is one of five adult learning centres that has been selected as “best practices” in Europe by a study initiated by the European Commission (DG Education and culture). The school organization with 6 schools offers both vocational and academic programs.	annelie.dahlin- jones@hufb.se	http://www.hufb.se/
Cyprus Pedagogical Institute, Cyprus	Christina Papasolomontos	Measures for Improving Social and Educational Integration of Children coming from third world countries	The programme was co-funded by the Asylum, Migration and Integration Fund and the Republic of Cyprus. The coordinating institution for its implementation was the Cyprus Pedagogical Institute, Ministry of Education and Culture. The programme ran the period 4/01/2017 - 30/06/2018. The aim of the project was to improve the social and educational integration of children coming from non-EU countries in the school and society in Cyprus through the training of the school leaders, the teachers and the participation of the parents and the community.	papasolomontos.ch r@cyearn.pi.ac.cy	CPI link: www.pi.ac.cy Project link: https://mefesi.p i.ac.cy/