

## Bridging Innovation and Learning in TVET

### Thematic Workshop - Migration and TVET

University of Nottingham, Nottingham,  
United Kingdom, 10-11 December 2019

#### **Workshop summary**





**Bridging Innovation and Learning in TVET**

**Thematic Workshop - Migration and TVET**



This summary captures the key outcomes of the thematic BILT Workshop on 'Migration and TVET', held at University of Nottingham, United Kingdom, on 10-11 December 2019.



# Bridging Innovation and Learning in TVET (BILT)

The BILT project is a collaborative initiative focusing on consolidating the European Cluster of the UNEVOC Network. An additional bridging and knowledge exchange component with UNEVOC Centres and TVET stakeholders in the Asia-Pacific

and African regions is initiated in 2020. At its core, BILT addresses TVET challenges in five thematic areas, or 'work streams', that the participating UNEVOC Centres and other TVET stakeholders will focus on. Within BILT, these are:



In addressing these work streams, BILT intends to share information, generate new knowledge, and enhance national and regional TVET capacities in order to provide quality TVET now and going forward. Besides re-energizing the European cluster of the UNEVOC Network, the BILT project seeks to enlarge membership of the cluster through the addition of new active members.

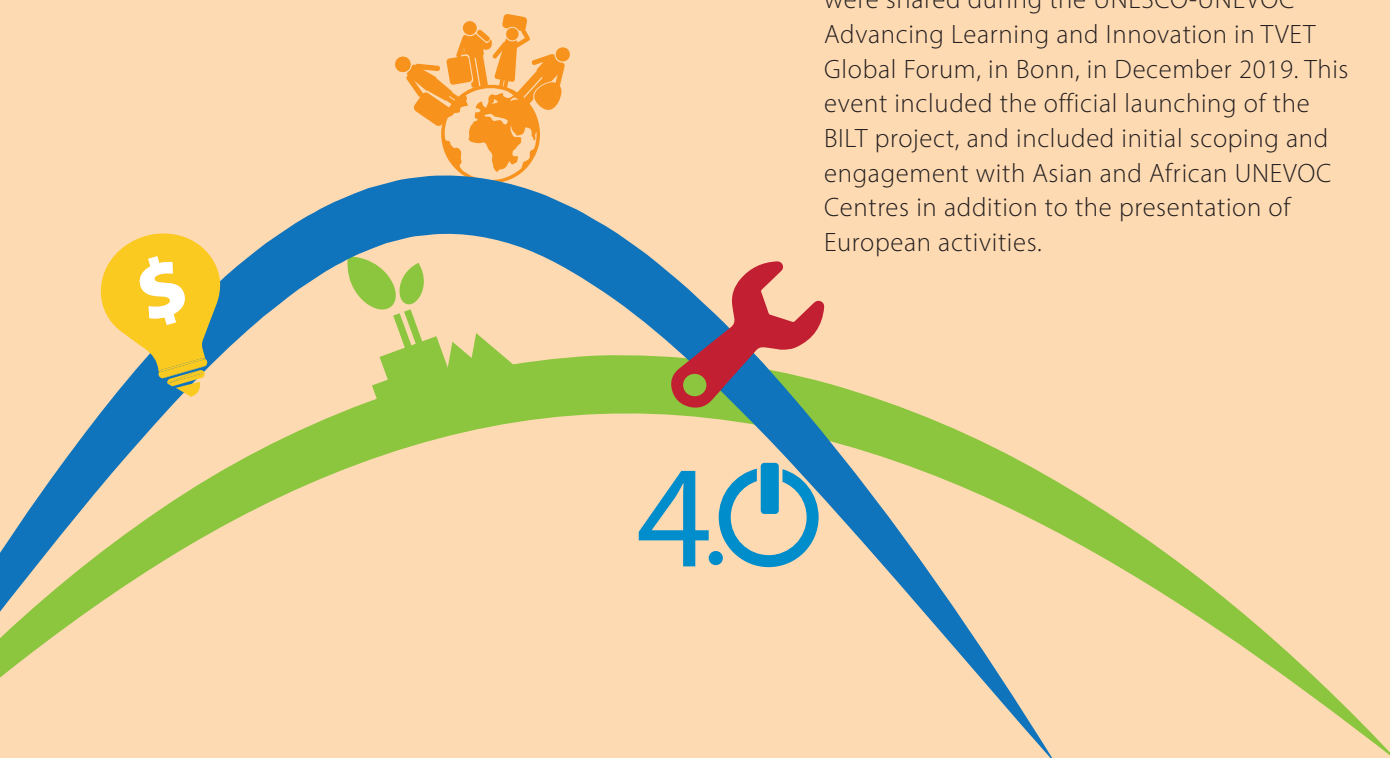
BILT is a collaboration between UNEVOC Network members, coordinated by the UNESCO-UNEVOC International Centre for TVET in Bonn, in partnership with the German Federal Institute for Technical and

Vocational Training (BIBB), and implemented with the financial support of the German Ministry for Education and Research (BMBWF).

The BILT project began with a Kick-Off Conference in July 2019, where European UNEVOC and other TVET stakeholders considered two to three key issues within each BILT work stream. These topics became the framework to be explored in detail between October and December 2019 during a series of thematic workshops, each led by a UNEVOC Centre Focal Point. They were:

Theme	Host	Dates
<b>Digitalization</b>	OsloMet, Norway	2-3 October 2019
<b>Greening TVET</b>	MCAST, Malta	23-24 October 2019
<b>Entrepreneurship and TVET</b>	TKNIKA, Spain	30-31 October 2019
<b>New Qualifications and Competencies</b>	SFIVET, Switzerland	12-13 November 2019
<b>Migration and TVET</b>	University of Nottingham, UK	10-11 December 2019

Interim results of each BILT Thematic Workshop were shared during the UNESCO-UNEVOC Advancing Learning and Innovation in TVET Global Forum, in Bonn, in December 2019. This event included the official launching of the BILT project, and included initial scoping and engagement with Asian and African UNEVOC Centres in addition to the presentation of European activities.



# Thematic Workshop – Migration and TVET

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Europe has faced a sharp increase in migrant numbers in recent years – a trend that provides opportunities and challenges for societies and TVET providers. TVET plays a crucial role for the successful integration of migrants into labour markets and society. It facilitates the recognition and advancement of migrants' qualifications and competences and offers adapted forms of education and training. At the same time, TVET address the social integration of refugees and migrants. An effective integration strategy requires solutions for overcoming teaching, administrative, language and cultural hurdles.

The BILT project addresses these topics as a distinct thematic area, which was initiated with a workshop on 'migration' in December 2019. Subject matter experts from nine countries (Cyprus, Finland, Germany, Italy, Malta, the Netherlands, Spain, Sweden and the United Kingdom) attended the event. Each expert contributed an example from their institution or business that addressed a key issue within the topic of migration, either '**Recognition of prior learning, and qualification and labour market integration**', '**International skills and labour mobility**', or '**Social inclusion of migrants**'.

The workshop was an occasion to share innovative projects and to discuss key issues in response to increasing migration from within and outside Europe. This report illustrates how stakeholders engaged during the workshop to address these challenges and ensure that TVET remains not only relevant now, but positions itself for the future.

During the BILT Kick-Off Conference in July 2019, European UNEVOC Centres had chosen to focus on these key issues in response to increasing migration from within and outside Europe – an evolution that presents both opportunities and challenges. While migrant workers can diversify societies and are an important asset for labour markets, TVET systems must address processes of skills recognition, labour market integration and issues of social inclusion.

Seen through this lens, the BILT project attempts to understand how European TVET stakeholders are engaging within the theme to address these opportunities and challenges, and to ensure that TVET remains not only relevant now, but positions itself for the future.

## Opening and framing

Professor Volker Wedekind, workshop host of the University of Nottingham, formally opened the session. He emphasized the university's strong tradition of working in post-school education, training future TVET teachers and its current research activities related to international migration and TVET. Subsequently, Professor Simon McGrath, UNESCO Chair of Education and Development, welcomed participants on behalf of the School of Education and highlighted the productive relationship between UNESCO-UNEVOC and the University of Nottingham.

After a brief overview of the BILT project, Mr Jens Liebe pointed to the strong focus on TVET in the European migration context. TVET is widely seen as potentially reducing costs for both hosts and migrants, solving shortages in certain occupations and addressing multiple Sustainable Development Goals. As a response, the BILT project is a platform to share good practices in Europe through the exchange of experiences and expertise.

With this framework in mind, BILT team member Ms Vera Hark from the German Federal Institute for Vocational Education and Training (BIBB) familiarized participants with an overview on planned BILT activities as well as the structure of the workshop. The objectives and expected outcomes of the workshop were to:

- Share good practices and innovative solutions for TVET in the field of migration with colleagues from across Europe;
- Engage participants in peer-learning activities, via the contribution of institutional experiences and learning from others; and

- Collect information on the examples presented for this theme, enabling their documentation and inclusion as 'BILT Innovation and Learning Practices', which will be shared with the TVET community.

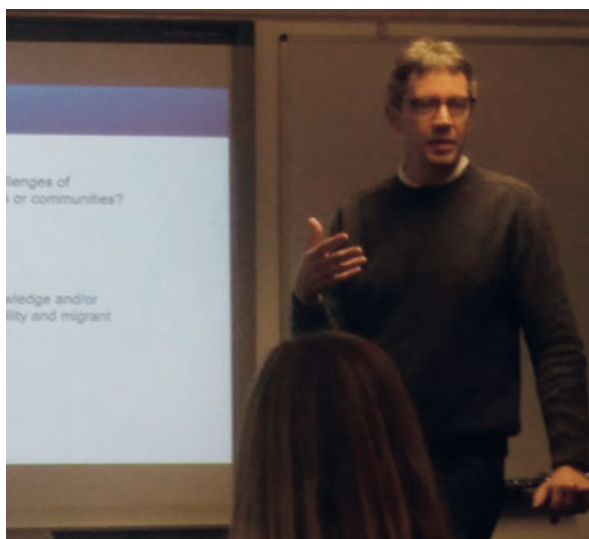
To set a thematic context and round off the framing session, Professor Wedekind gave a presentation on international migration and TVET.

In this presentation, migrants were categorized as:

- economic or labour
- irregular, including human trafficking and undocumented
- refugees
- climate, and
- internally displaced people or internal.

Such typologies are often not clearly distinguishable and represent varying degrees of personal agency. Each category represents people who are making choices about their lives, and these choices and ambitions need to be understood and respected. Professor Wedekind furthermore outlined current types and trends of international migration, contrasting for instance voluntary vs. forced migration and regulated vs. non-regulated migration. While modern state borders make the political situation more complex, barriers and challenges such as administration, labour market evolutions or cultural and social differences have special implications for TVET.

Professor Wedekind noted that TVET plays a key role in skilling migrants or assuring the recognition of skills. Furthermore, it can encourage integration and



Professor Volker Wedekind, University of Nottingham

increase economic participation through language support, guidance or promoting mental health and well-being. Finally, while much current work focuses on addressing migrants' needs, it is important to also focus on home students and the teachers and trainers when thinking about their ability to contribute to inclusion.

### Workshop discussion format

For this work stream, UNEVOC Centres jointly identified three key issues, which would structure the workshop:

- Key Issue 1: Recognition of prior learning, and qualification and labour market integration
- Key Issue 2: International skills and labour mobility
- Key Issue 3: Social inclusion of migrants

In preparation of the workshop, the BILT project team collected practical examples from European UNEVOC Centres and other TVET stakeholders within the migration work stream. These 'BILT Innovation and Learning Practices' would form the core of presentation and discussions during the event.

For each key issue, a framing presentation included an overview of challenges and provided information on recent developments and trends. This allowed participants the opportunity to understand the context of each 'BILT Innovation and Learning Practice'. Following this, participants presented examples in short pitches, designed to provide a high-level overview. In order to fully engage participants, the workshop proceeded in a World Café format where each example was given one hour to discuss three main questions:

- What is the added value?
- Which skills/competencies matter in the context of your project?
- Which elements/components of the project are relevant for your own context?

In this way, participants gained a deeper understanding of the presented projects and approaches towards migration and TVET.

Further group discussion following the World Café allowed participants to jointly identify common and exceptional elements from each example, and provided avenues for future exploration for the BILT project.



## Key issues

### BILT Innovation and Learning Practices

Across the two days, fifteen 'BILT Innovation and Learning Practices' were presented, with one example framing each key issue. In addition to the summaries of the examples in this report, more detailed information as well as further material on each example is accessible via the BILT knowledge platform.

The focus for day one was **key issue, 'Recognition of prior learning, and qualifications and labour market integration'**. While the international recognition of migrants' skills and qualifications is crucial for their integration into host countries' education and training systems as well as labour markets, more work needs to be done in this regard. The challenge lies with the different conceptions, the quality, and institutional provisions of TVET across countries and regions. An important step towards the international recognition of TVET qualifications is the development of frameworks at both the national and regional level. Sirkka Wiman from the UNEVOC Centre OMNIA, Finland, completed the framing of the first key issue with a presentation on the 'Skills Centre for Migrants'. OMNIA is a multisector TVET provider and regional development centre which has been bringing a team of various professionals, counsellors and public authorities under one roof to better serve migrants and introduce them to the labour market in a quicker, more efficient way. Confronted with young migrants who have insufficient qualifications and lack work opportunities, OMNIA's solution is to align the different parties in the community that have an interest in solving the problem. The result is OMNIA's Skills Centre for Migrants, which functions as a one-stop shop for those seeking employment or vocational education and is open to any migrant over the age of 17 with an appropriate residence permit. It offers training based on personalized learning pathways developed for each student, with a tutor available who assists the migrants in determining their pathway.

With the framing complete, the following five 'BILT Innovation and Learning Practices' were presented and each was discussed in a World Café format.

#### Network Skills Analysis (NetQA)

**Presented by Ms Daniela Wiemers and Ms Barbara Brem, UNEVOC Centre BIBB (Federal Institute of Vocational Education and Training) and Project Partner Saaris, Germany**

The recognition of professional or vocational qualifications fosters the integration of migrants into the world of work and enables their effective transition to the German labour market. The initiative is about the recognition of foreign vocational qualifications in the case of missing or incomplete documents. Relevant authorities (e.g. Chambers of Industry and Commerce, Chambers of Crafts) use a special form of competence assessment ('skills analysis'), where competencies, skills and abilities are tested on the basis of work samples, trial work in practice or professional discussions. The results can lead to no, partial or full equivalence. Overall, the initiative aims to establish a knowledge sharing network and support the responsible authorities to prepare and implement quality-assured skills analyses.

#### Spring House

**Presented by Ms Kristel Kivisik, Immigrant integration and settlement training, Spring House, Finland**

This case offers a standardized system for settlement training. In Finland, migrants are a growing focus group for employment agencies and the labour market, with the vast majority of migrants coming from the former Soviet Union countries such as Estonia

rather than arriving as refugees or asylum seekers. The overall focus of the initiative is to provide Finnish language training through at the same time as working towards qualification that leads to employment.

### **Into Care to be Carefree**

**Presented by Mr Maarten Coolen, Zuyderland Healthcare group (The Netherlands), German Red Cross (Germany) and Familiehulp (Belgium), Dutch and Belgian Limburg and the German state of North Rhine-Westphalia (Aachen region)**

Refugees (migrants) frequently encounter communication difficulties in accessing the healthcare sector. Partner organizations from Dutch and Belgian Limburg, as well as the German state of North Rhine-Westphalia, aimed to remove such obstacles for migrants by developing a special care-oriented programme. It includes a mediation process, training and/or refresher courses, and on-the-job coaching, thereby supporting refugees in gaining employment or internships in the care sector. The programme targets qualifications that allows refugees to practice as level 2 nurses. Additionally, the initiative addresses issues around the perception of refugees and preconceived ideas among care recipients, care providers, volunteers and care organizations along positive lines.

### **KATE project (South-Savo easily accessible services model to international comers: paths to working life and entrepreneurship)**

**Presented by Mr Fulvio Rizzo, Otavia, Mikkeli City Enterprise, Finland**

The KATE project targets international comers (first- and second-generation migrants including asylum seekers and refugees) and companies located in South-Savo, Finland, who are seeking to internationalize their workforce and/or expand their business in global markets. The aim

of the initiative is to create a hybrid (blended) accessibility model based on both face-to-face and online services for international migrants. Additionally, it develops a common work platform for different actors (social, economic, etc.) which can raise awareness and promote opportunities for companies to internationalize and increase competitiveness in the region of South-Savo. The blended service model offers customers a tailored educational and employment roadmap based on their background and skills. By understanding the needs of modern work life, this model creates value chains for each customer concerning education and future employment.

### **Empleando Digital (Employing Digital)**

**Presented by Ms Irene Rodríguez, Fundación Secretariado Gitano (FSG), Spain**

Empleando Digital aims to train vulnerable people to obtain jobs through information and communication technology skills. It is a joint initiative between Fundación Secretariado Gitano (FSG) and Spanish Red Cross (CRE) who for the past 20 years have developed successful employment programmes aimed at vulnerable groups facing difficulties to access the labour market, particularly Roma and migrants. The initiative was launched in 2017 with the objective of updating, improving and bringing innovation to the processes and methodologies of their employment programmes. This involved

- (i) training their employment teams and bringing methodologies and processes up-to-date, and
- (ii) enhancing the digital knowledge and skills of participants in their employment programmes (working in partnership with Accenture Foundation).

Over 9000 people at risk of exclusion have participated in the project, improving their digital skills and knowledge.



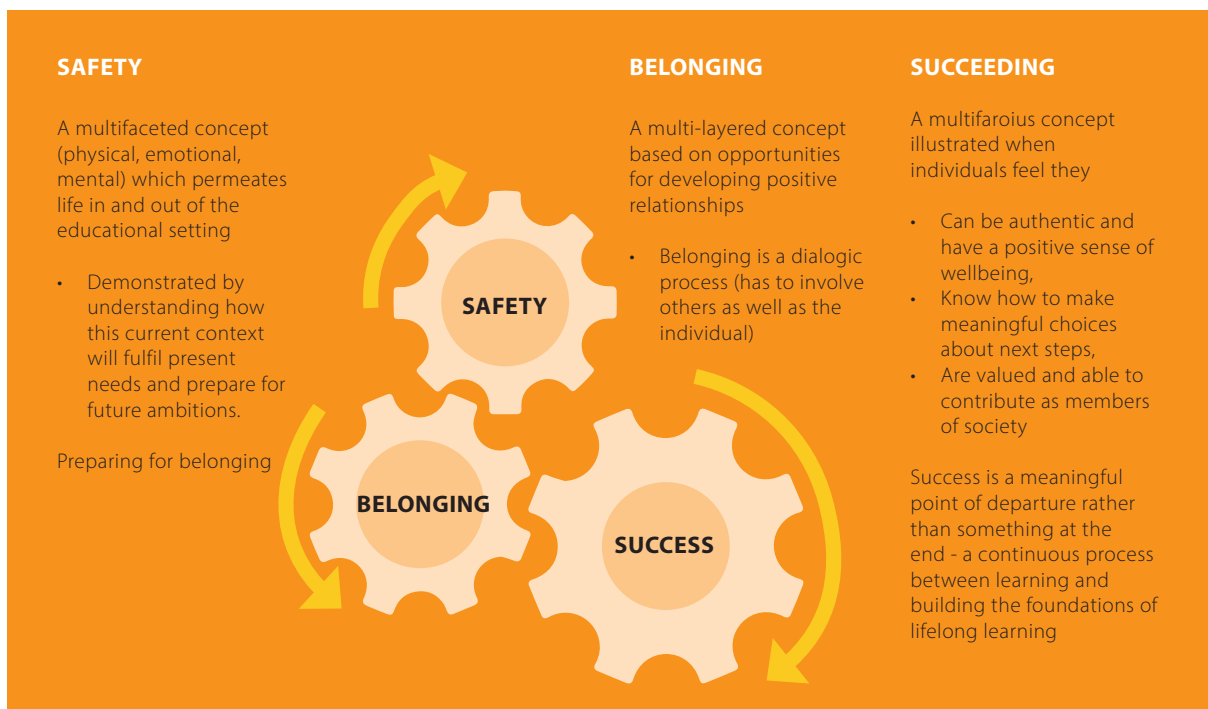
The BILT project managers summarising the World Café debates

The first day was concluded with a panel discussion on **'International skills and labour mobility'** and looking at international collaboration around migration. Presentations from the International Organisation for Migration (IOM), the International Labour Organisation (ILO), and the Center for Global Development looked at different aspects of collaboration and agreement at the international level that facilitated migration. Policies on migration management are starting to focus more on the international collaboration and the creation of legal pathways for migration. These efforts can

help address labour market shortages in specific sectors in both sending and receiving countries, and also contribute to the development of skills needed in sending and transit countries. Enhancing labour and skills mobility can be beneficial to all parties involved by filling identified skills gaps and by possibly acting as a deterrent for irregular or forced migration. TVET can play an important role in fostering a more innovative approach to international training partnerships and labour mobility.

Additionally, Mr Ioannis Katsikis, expert at the CEDEFOP Department for Learning and Employability, delivered an online presentation on 'Complementary pathways for refugees with the use of TVET, skills and qualifications'. The aim of this CEDEFOP initiative is to match adult refugees' skills with the specific labour market needs of European countries. Legally moving from first asylum countries to destination countries based on a skills match would allow for lawful and safe pathways to protection in Europe.

The second day of the workshop focused on the third key issue 'Social inclusion of migrants'. Ms Haya Fakoush, a researcher at UoN, introduced this session by presenting a framework for inclusion developed together with Joanna McIntyre, another researcher at the university. This framework can be summarized in the following graphic:





World Café Discussions

The following presentations and discussions addressed various aspects of this framework indirectly. In total, five further 'BILT Innovation and Learning Practices' related to the 'Social inclusion of migrants' were presented and each was discussed in a World Café format.

### **MiniMaster: TVET for inclusion and identity development**

**Presented by Mr Paolo Nardi, UNEVOC Centre Cometa, Italy**

The MiniMaster initiative offers training to migrants and asylum seekers who usually face unemployment and social exclusion due to their low skilled profiles or obstacles in the recognition of skills. The initiative trains future waiters or waitresses and housekeepers for the local hospitality sector. This includes hotels/restaurants directly involved in the course offering both internships and work-based learning on their premises with their own professionals. The approach relies on a pedagogical framework of Human Integral Development. Learners receive 1,300 hours of training including 960 hours of internship activities with basic and technical skills and local culture at core, supported by personalised tutoring support and matching with companies.

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

**Presented by Ms Nadia Maria Vassallo, UNEVOC Centre Malta College of Arts, Science and Technology (MCAST), Malta**

This initiative targets international students and migrants seeking residency permits in Malta. It is part of a range of initiatives at the micro- and macro-level which were launched within the college. The initiative focuses on teaching Maltese as a foreign language within the programme of studies at MCAST and, also, as a standalone project teaching Maltese and English as foreign languages. The initiative also cooperates with the Ministry for European Affairs and Equality to assist in the process for the acquisition of residency permits. MCAST also introduced a programme to foster peer-to-peer support among migrants and international students at the college.

### **Acquiring language and skills to successfully enter the workforce – a Swedish approach**

**Presented by Ms Annelie Dahlin-Jones, UNEVOC Centre the Centre for Flexible Learning, Sweden**

Aimed at migrant students, this initiative provides vocational training with an integrated language learning component that enables students to enter more swiftly into the Swedish workforce and society. This provides motivation for participants and an educated workforce responding to specific local sectoral demands including hospitality, childcare and nursing assistants. The model utilizes both vocational teachers and language instructors jointly delivering classes in a multi-modal system. Its success at the local level is promising for the implications it could have at a higher system level if language training for migrants is incorporated into other core subjects such as history or social sciences.

- Systematic training of the teachers and school leaders on the management of sociocultural diversity;
- mediators for parents and students, and
- training for teachers on teaching Greek as a second language.

The initiative resulted in the production of videos and guidelines for parent and student mediators, and training resources for schools addressing the various challenges faced by teachers and mediators.

### **The gendered narratives of immigrant learners with limited formal schooling**

**Presented by Ms Alicia Bowman, UNEVOC Centre the University of Nottingham, UK**

This project combined non-formal English-language classes for women who had accompanied partners, with a research project into understanding their experiences of living in Nottingham with low levels of literacy. The research found that accompanying family members are often forgotten when designing programmes for migrants, and that providing basic literacy can have significant empowering effects on the women and their families. It raised questions about an overly narrow focus on qualifications for work, when non-formal literacy classes may have significant impact.

### **Measures taken for integration from the public educational system**

**Presented by Dr Christina Papasolomontos, UNEVOC Centre Cyprus Pedagogical Institute, Cyprus**

This initiative, entitled 'Measures for improving social and educational integration of children coming from third world countries, addresses two main challenges:

- (i) the social and educational integration of children coming from non-EU countries into public schools (and society) in Cyprus, and
- (ii) the participation of parents and the community.

Five schools took part in the project, involving a total of 113 students from 20 countries. The project was developed around four actions:

- Systematic research and evaluation of current practices and measures for the integration of the migrant students;

The final open discussion focused on the possibility of shifting the focus from the migrants to the home students and workers. What were their needs and concerns, and how could they be better prepared for integrating migrants into society? While there was consensus that this was very important, and did happen indirectly on some programmes, there were no examples of programmes that specifically addressed this. There is an opportunity to work collaboratively on developing programmes along these lines.

## Findings

### Migration in TVET trends and opportunities

While international migration is a complex topic in many ways, a strong consensus during the workshop was that **TVET has an important role to play**. Access to education, recognition of prior qualifications, language support, adaptation of curricula and training regulations, individual guidance, facilitation of local work experience, mental health provision for displaced – these and other questions related to migration have major implications for TVET. The BILT knowledge platform, gathering 'BILT Innovation and Learning Practices' and illustrating the cooperation between UNEVOC Centres, shows exemplary solutions of how TVET can contribute to the successful integration of migrants.

#### KEY ISSUE 1

##### Recognition of prior learning, and qualification and labour market integration

Workshop participants agreed that recognition of migrants' prior learning and qualifications is of central importance for their **integration into host countries' education and training systems** as well as labour markets. However, different conceptions, quality and institutional provisions of TVET across countries and regions present a particular challenge. While it is possible to agree on standards within a system, it can take time to find common ground among the various relevant actors in the field of recognition, and across the individual processes. Putting efforts into stakeholder coordination, taking care of cases individually and informing migrants, relevant authorities and employers about opportunities for recognition is therefore essential.

Commonly, recognition procedures require the submission of previously acquired certificates, but migrants may have acquired skills in informal settings, have incomplete documents or may generally be missing documents. Such cases call for innovative procedures to recognize skills or foreign vocational qualifications. A **practical skills**

**analysis** assessment can involve work samples, trial work or professional discussions to measure competencies and tailor subsequent qualifications, thereby reducing the duration of gaining adaptation qualifications.

When it comes to labour market integration, workshop participants agreed that there are **many opportunities arising from digitalization**. This is not restricted to new and emerging jobs, but affects existing occupations, including traditional low-qualified positions. Additionally, companies are increasingly using digital channels and tools to find and attract talent. Therefore, improving digital skills and knowledge of migrants is critical for supporting adaptation to the reality of the digitalised labour market.

Another potential avenue for enhancing TVET efforts to address the issue of labour market integration is through the **development of online platforms**. Such platforms would be available internationally, both in home and host countries. They could host training manuals and guidance notes on basic core competencies and core concepts, for example digital skills, which are translated into multiple languages. Expanding access for migrant learners to documents, which translate and explain basic terminology across subjects can assist trainee migrants when first placed in a company or assist TVET students with difficult subject terminology.

#### KEY ISSUE 2

##### International skills and labour mobility

Regarding the second key issue, panellists discussed how the **creation of skills profiles** can be useful for matching migrants to occupations and employers before arriving in host countries. This tool benefits the labour market and is important from the perspective of basic skills such as digital ones. One important consideration of this is once migrants return to their countries of origin, are

their acquired skills and competencies recognized? Another discussion item was that many skills and competencies are recognized across borders and occupations at the higher and university levels, but at the technical level this level of skills recognition is not as prevalent. While skills recognition is one part of the puzzle, others include the role of language, and that of social integration. **Skills are used most effectively when supported by inclusion and social integration**, but there is a challenge in determining how to best ensure inclusive societies. One approach being used to address this is pre-departure sessions for migrants before they leave, to prepare them for their host country. Importantly, this should be extended to host populations to provide context and cultural awareness information. Finally, as with the recognition of prior learning and qualifications, different conceptions, the quality, and institutional provisions of TVET across countries and regions may hinder international labour mobility. Therefore, an important step that participants discussed is the development of **international qualifications frameworks as transparency tools to understand different systems**.

### KEY ISSUE 3

#### Social inclusion of migrants

Participants emphasized that TVET engagement with migration needs to be based on the understanding that migrants are a vulnerable group who face marginalization in areas such as language, cultural differences, and class status. **Being valued, feeling safe and being part of a community are key elements of social inclusion**. There are commonalities and differences across migrants, and not all have the same needs. For example, laws on asylum seekers differ widely from country to country. Those arriving from war-torn or economically less-developed countries may have particular challenges where schooling has been significantly interrupted and may be experiencing psychological issues arising from the traumas of conflict.

Another important pre-requisite for the social inclusion of migrants is the **collaboration of key stakeholders**, including employers, schools, members of the community, and in certain cases parents. This can create important opportunities for all persons involved to become socially included

contributors to the everyday life of the migrant in her/his TVET pathway. Importantly, with regards to business, such initiatives can challenge companies' potential prejudices towards hiring migrant workers.

#### Curricula and training regulations

The issue of migration as connected to curricula and training regulations as well as relevant competencies and qualifications were core focus questions for the World Café sessions. The examples presented and discussed demonstrated that adopting an **eco-systemic approach to the development of training programmes** has value in addressing the cross-cutting challenges of migration and TVET: a combination of language, technical skills and culture within TVET programmes proved to be a valuable solution, especially when implemented jointly by private sector, community and local government. **Offering special pathways that allow for a quick entry into the labour market** and subsequent upskilling seems to be in the interest of many migrants and a possible key to success for integration.

When it comes to curricula adaption, a specific challenge with migration is that TVET institutions may place more importance on subject content related to the field of study rather than empowering capabilities, basic and transversal skills. Additionally,

Participants in a World Cafe discussion



migrants should be offered with a **tailored educational and employment roadmap based on their background and skills** which allows for differentiation in learning support provided and better distribution of project workers' time, for example with those who need more personalized support.

Importantly, it is not just migrants that can face challenges, but also the host and TVET systems which aim to include them. This challenge increases where countries are destinations for migration flows, which has shifted the dynamics of cultural homogeneity within a particular region. Discussions underlined the importance of considering what TVET institutions can do to **support the broader student body in being more aware of migrants in their classes and workplaces**. For example, participants suggested that classes on multilingualism, migration and cultural diversity, or intercultural competencies, as well as extra curriculum activities could all be designed and delivered in ways that include home students.

Teachers and trainers could equally benefit from such training content. Finally, **international mobility of home students should be encouraged**, for instance through the Erasmus+ programme, as it helps to understand intercultural interaction in practice.

### BILT peer learning

In summary, the issues discussed in the migration and TVET workshop are complex, and it was acknowledged that TVET institutions cannot address the related challenges in isolation. **International collaboration is needed**, as with support of entities like UNESCO-UNEVOC and the BILT project. Workshop participants agreed that TVET has a distinct role to play in relation to recognition of skills, upskilling, social inclusion, and increased economic participation of migrants. The workshop highlighted how TVET initiatives in collaboration with various types of institutions can be successfully targeted at both micro and macro level issues with regional and national reach.

Workshop discussion panel at end of Day 1





# List of Participants

<b>Name</b>	<b>Institution</b>	<b>Country</b>
Alicia Bowman	University of Nottingham	United Kingdom
Barbara Brem	Saaris (BIBB)	Germany
Tristan Cole	UNESCO-UNEVOC	Germany
Maarten Coolen	Zuyderland Care Centre	Netherlands
Annelie Dahlin-Jones	CFL Soderhamn	Sweden
Helen Dempster	Center for Global Development Studies	UK
Nathan Denne	IOM	N/A
Alexandra Filippova	UNESCO-UNEVOC	Germany
Vera Hark	BIBB	Germany
Manuel Hoff	IOM	N/A
Christine Hofmann	ILO	N/A
Annuka Jamisto	OMNIA	Finland
Ioannis Katsikis	Cedefop	N/A
Kristel Kivisik	Springhouse /Staffpoint	Finland
Jens Liebe	UNESCO-UNEVOC	Germany
Joanna McIntyre	University of Nottingham	United Kingdom
Paolo Nardi	COMETA	Italy
Christina Papisolomontos	Cyprus Pedagogical Institute	Cyprus
Fulvio Rizzo	Otava Folk High School	Finland
Irene Rodriguez	Gitanos	Spain
Nadia Maria Vassallo	MCAST	Malta
Volker Wedekind	University of Nottingham	United Kingdom
Daniela Wiemers	BIBB	Germany
Sirkka Wiman	OMNIA	Finland

*Participants from the BILT Migration workshop at the University of Nottingham, UK*



# Workshop Agenda

10 December	Tuesday
08:30–09:00	<b>Registration and welcome coffee</b>
09:00–09:30	<p><b>Welcome and opening</b>                      Volker Wedekind, Deputy Head of School, University of Nottingham                      Bernadette Youens, Head of School of Education, University of Nottingham                      Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC</p> <p><i>Introduction of the participants, Group Picture</i></p>
09:30–10:15	<p><b>Framing the workshop</b>                      Overview of the BILT project, objectives and expected outcomes of the workshop and workshop structure</p> <ul style="list-style-type: none"> <li>• <b>Migration and TVET in the BILT project</b>                          Jens Liebe, Senior Programme Expert, UNESCO-UNEVOC</li> <li>• <b>International migration and TVET – context setting</b>                          Volker Wedekind, Deputy Head of School, University of Nottingham                         <ul style="list-style-type: none"> <li>• Trends in international migration</li> <li>• Types of international migration</li> <li>• Consequence of migration and its implications for TVET</li> </ul> </li> <li>• <b>Introduction to the structure of the thematic workshop</b>                          Vera Hark, Project Manager/Technical Advisor, BIBB</li> </ul>
10:15–10:45	<b>Coffee break</b>
10:45–11:00	<p><b>Topic 1: Recognition of prior learning and qualifications &amp; labour market integration</b>  <b>Overview of the key challenges</b>                      Sirkka Wiman, Omnia, Finland</p>
11:00–11:45	<p><b>Peer learning via practical examples in ‘Recognition of prior learning and qualifications &amp; labour market integration’ – Session 1</b></p> <p><i>Presentation of practical examples:</i></p> <ol style="list-style-type: none"> <li>1. Daniela Wiemers and Barbara Brem, NetQA Network Skills Analysis, BIBB/Saaris, Germany</li> <li>2. Kristel Kivisik, Immigrant integration and settlement training, Spring House, Finland</li> <li>3. Maarten Coolen, In de zorg – Uit de zorgen (IDZ-UDZ)/ In care – out of care, Zuyderland Care Centre, Netherlands</li> </ol>

<b>10 December</b>	<b>Tuesday</b>
<b>12:30–13:30</b>	<p><b>Discussing practical examples in a World Café format – Session 1</b></p> <p><i>Guiding questions:</i>            What do you see as the 'Added Value' of this example?            Which new skills/competencies matter in the context of your project?            What elements/components of the project are relevant for your own context?</p>
<b>12:45–13:45</b>	<b>Lunch</b>
<b>13:45–14:15</b>	<p><b>Peer learning via practical examples in 'Recognition of prior learning and qualifications &amp; labour market integration' – Session 2</b></p> <p><i>Presentation of practical examples:</i></p> <ol style="list-style-type: none"> <li>1. Fulvio Rizzo, KATE project, Otava Folk High School, Finland</li> <li>2. Irene Rodríguez, Employing Digital, Fundación Secretariado Gitano, Spain</li> </ol>
<b>14:15–15:15</b>	<p><b>Discussing practical examples in a World Café format – Session 2</b></p> <p><i>Guiding questions:</i>            What do you see as the 'Added Value' of this example?            Which new skills/competencies matter in the context of your project?            What elements/components of the project are relevant for your own context?</p>
<b>15:15–15:45</b>	<b>Coffee break</b>
<b>15:45–16:00</b>	<p><b>Bridging innovation and learning in practice for 'Recognition of prior learning and qualifications &amp; labour market integration'</b></p> <p>Sharing of outcomes of the World Café discussions focusing on transferability and further reflections</p>
<b>16:00–17:15</b>	<p><b>Topic 2: International skills &amp; labour mobility</b></p> <ul style="list-style-type: none"> <li>• Complementary pathways for the refugees with the use of VET, Skills and Qualifications - online presentation (15 min) Ioannis Katsikis, Expert, Department for Learning and Employability, Cedefop</li> <li>• Expert's panel (60 min – 3x5min pitch followed by 45-min discussion) featuring</li> <li>• Christine Hofmann, Skills and Employability Specialist, ILO</li> <li>• Helen Dempster, Assistant Director and Senior Associate for Policy Outreach for the Migration, Displacement, and Humanitarian Policy Program, Center For Global Development</li> <li>• Manuel Hoff, IOM</li> </ul> <p><i>Including coffee</i></p>
<b>19:30</b>	<b>Group Dinner</b>

<b>11 December</b>		<b>Wednesday</b>	
<b>09:00–09:15</b>	<b>Topic 3: Social inclusion of migrants</b>		
	<ul style="list-style-type: none"> <li>• <b>Developing a Framework for Inclusion</b> Haya Fakoush, PhD student, University of Nottingham Volker Wedekind, Deputy Head of School, University of Nottingham</li> </ul>		
<b>09:15–10:00</b>	<b>Peer learning via practical examples in ‘Social inclusion of migrants’ – Session 1</b>		
	<p><i>Presentation of practical examples:</i></p> <ol style="list-style-type: none"> <li>1. Paolo Nardi, MiniMaster: VET for inclusion and identity development, Cometa, Italy</li> <li>2. Nadia Maria Vassallo, Making education accessible to enhance learning, employability and integration opportunities for migrants, MCAST, Malta</li> <li>3. Annelie Dahlin-Jones, Acquiring language and skills to successfully enter the work force – a Swedish approach, CFL Soderhamn, Sweden</li> </ol>		
<b>10:00–10:30</b>	<b>Coffee</b>		
<b>10:30–11:30</b>	<b>Discussing practical examples in a World Café format – Session 1</b>		
	<p><i>Guiding questions:</i></p> <p><i>What do you see as the ‘Added Value’ of this example?</i></p> <p><i>Which new skills/competencies matter in the context of your project?</i></p> <p><i>What elements/components of the project are relevant for your own context?</i></p>		
<b>11:30–12:00</b>	<b>Peer learning via practical examples in ‘Social inclusion of migrants’ – Session 2</b>		
	<p><i>Presentation of practical examples:</i></p> <ol style="list-style-type: none"> <li>4. Christina Papisolomontos, Measures for Improving Social and Educational Integration of Children coming from third world countries, Cyprus Pedagogical Institute</li> <li>5. Alicia Bowman, The Gendered Narratives of Immigrant Learners with Limited Formal Schooling, Nottingham College and University of Nottingham, UK</li> </ol>		
<b>12:00–13:00</b>	<b>Lunch</b>		
<b>13:00–14:00</b>	<b>Discussing practical examples in a World Café – Session 2</b>		
	<p><i>Guiding questions:</i></p> <p><i>What do you see as the ‘Added Value’ of this example?</i></p> <p><i>Which new skills/competencies matter in the context of your project?</i></p> <p><i>What elements/components of the project are relevant for your own context?</i></p>		

<b>11 December</b>	<b>Wednesday</b>
<b>14:00–14:15</b>	<p><b>Bridging innovation and learning in practice for ‘Social inclusion of migrants’</b>                      Sharing of outcomes of the World Café discussions focusing on transferability and further reflections</p>
<b>14:15–15:15</b>	<p><b>Round table discussion on curriculum innovation for inclusion of migrants</b>                      Volker Wedekind, University of Nottingham</p>
<b>15:15–15:30</b>	<p><b>Wrap up and closing</b>                      University of Nottingham and UNESCO-UNEVOC                      Q&amp;A Including feedback by participants</p>
<b>15:30</b>	<b>End of workshop</b>





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### Design

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