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VOLUTORING PROJECT

DESK RESEARCH

2019

"Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."

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Document Identification:

Outputs	DESK RESEARCH REPORT
Deliverable type	Analysis Report
Lead partner	Elderberry AB (Sweden)
Author(s)	Elderberry AB, EU Activities Centre, CSI, ITC, Symplexis, CSV
Dissemination level	1
Status	Final
Version	v.2

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Introduction	5
1) How migrant education is set up in each partner country today? Is it run by public or private funded organizations? Is it organized by volunteer organizations?	6
Summary	6
Greece	6
Spain	7
Turkey	8
Italy	9
Cyprus	9
Sweden	10
2) If a national curricula or national/local program for the training of migrants are in place, what does it contain? Which certifications for participants are in place?	11
Summary	11
Greece	11
Spain	11
Turkey	12
Italy	12
Cyprus	12
Sweden	13
3) What does teacher/tutor training look like today for professionals working with migrants? Are there formal requirements to work with migrants? What level and type of qualifications are required? Is there a shortage of teachers?	13
Summary	13
Greece	13
Spain	13
Turkey	14
Italy	14
Cyprus	15
Sweden	15
5) Are there capacity building programmes in place?	15
Summary	15
Greece	16
Spain	16
Turkey	17
Italy	17
Cyprus	18
Sweden	19
6) Give examples of organisations delivering programs that you consider good practice for building the necessary skills for working with migrants. 1 or 2 examples per partner.	19
Greece	19
Spain	19
Turkey	20

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Italy	20
Cyprus	20
Sweden	21
7) Is there formal (conventional) courses for working with migrants or professional development for teachers/tutors?	21
Summary	21
Greece	21
Spain	22
Turkey	22
Italy	22
Cyprus	23
Sweden	23



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Introduction

The Desk Research was carried out as a pre-study in order to get a national overview, and thus get the information structured in such a way it could be compared. The answers are grouped under both headings and respective country as a sub-heading. Please note that the Desk Research below has been edited in order to create an overview. The reports are available in its entirety as appendices and upon request.

The initial research show that the Volutoring project is on to something. The need of an accessible training for volunteers is evident.



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1) How migrant education is set up in each partner country today? Is it run by public or private funded organizations? Is it organized by volunteer organizations?

Summary

How migrant education is set up varies between the six countries represented in the desk research. Whilst children and teenagers are covered by legislation concerning mandatory schooling, there's no one system in place in Europe. All countries cater for language training and all have the right of access to further education (depending on language requirements).

Whilst non-formal educational activities run by volunteering organizations probably won't replace formal education, teaching basic skills and language are crucial steps towards integration and employment.

One question we haven't been able to look closer at is if there's a difference between public and volunteer organisations in terms of users. Could it be that persons with a legal migrant status attends "official" education whilst person who aren't yet registered or clandestinely in the country uses volunteering organizations?

Greece

Asylum-seeking children have access to the education system under similar conditions as Greek nationals and should start within 3 months of identification and registration in Greece.

There is special care in order to provide teenagers above the age of 15 as well as adults with language courses, sports, artistic activities and technical and vocational training programs. Teenagers above the age of 15, after having learned Greek, will be able to study at technical, professional and other schools in Greece or to continue their education at senior high schools.

Furthermore, non-formal educational activities have also taken place in the official refugee sites, especially on the islands. These are mainly funded by the United Nations High Commissioner for Refugees (UNHCR) and implemented by Non-Governmental Organizations. There are volunteer teachers that help in teaching Greek, computer, business, arts and crafts to refugees. However, these lessons are limited by many factors, particularly the lack of resources including skilled teachers who are available regularly, funds for a teacher's salary and teaching materials. Volunteers help supplement the gaps by giving their knowledge and skills to teach refugee children and adults.

A number of Greek language classes are provided by universities, civil society organisations and centres for vocational training. However, as noted by UNHCR, "the lack of Greek language classes, which most perceive to be required for integration, was a commonly referenced issue"⁹. A pilot programme of Greek language courses funded by the Asylum, Migration and Integration Fund (AMIF) announced in January 2018 had not been implemented yet.

⁹ "Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."

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Spain

Migrants over 18 have the full right to access the different levels of the Spanish educational system including post-compulsory education, to obtain the corresponding qualifications, and to the public scholarship system in the same conditions as Spanish students.

Additionally, migrants' access to continuous or occupational training - aimed at improving professional skills and itineraries for employment and training of workers, improving the employability of workers with higher difficulties, accrediting skills acquired through training or experience - as well as the recognition and validation of diplomas and academic and professional certificates and other proofs of official qualifications issued abroad, must be guaranteed without any difference with respect to Spanish citizens.

Migrant students are particularly represented in Compulsory Primary Education, Compulsory Secondary Education, and Initial Vocational Training, but their presence is reduced in post-compulsory levels (Baccalaureate, Vocational Training and University).

The Ministry of Education, Culture and Sport has the responsibility to provide a general legal framework, but as Spain is constituted by autonomous regions, which in practice means considerable internal differences in terms of educational policy.

As many immigrant students joined the educational system at an older age than those born in the country, special provisions are in place for academic needs (including linguistic support), school organization, student's emotional and social support needs. However, there are regional differences in how this is in practice.

There are no specific institutions which are legally responsible at the national or regional level for compliance and guarantee the right to education for refugees apart from the Ministry of Education and the autonomous communities.

Regarding enrolment of migrant students, most of them are enrolled in state schools (both ownership and management are public) or semi-private schools (private schools mainly financed by public funds). The admission of students in public and semi-private educational centres depends on the choice of the parents and the existence of vacancies in the chosen centres.

Other organisations are also involved in the attainment of educational objectives in the area of immigration. Frequently, collaboration with non-profit organisations and local authorities in charge of providing essential services to citizens. The non-profit entities receive grants to carry out Intercultural Mediation services (schooling processes, monitoring and integration of immigrant students, awareness raising of the entire educational community in the field of interculturality, etc.).

Local entities carry out numerous actions in the areas of early childhood education, adult education, specific vocational training programs, artistic education, transport and dining services of the centres and complementary and extracurricular activities or guidance services.



Turkey

Adult education in Turkey provides scientific, entrepreneurial, technological, economic, social and cultural development opportunities and encourages individuals to use their spare time in the best possible ways and develop their skills.

Adult Education aims to:

- Teach to read and write and increase literacy rate,
- Conduct vocational education studies to ensure qualified workforce and provide education, training, production, employment and marketing studies with regards to local characteristics and needs.
- Conduct educational studies regarding integration of migrants.

Adult Education Implementations/Activities in Turkey are organized by:

- Public institutes (Activities implemented by Ministry of National Education -MoNE) are applied by Public Education Centres (PEC), Vocational Education Centre (VEC), Advanced Technical Schools, Vocational and Technical Education Centres)
- Private Education Institutions
- CSOs Unions

According to the basic approach regarding literacy, general and vocational training courses for adults; all training courses leading to certification in accordance with local needs and national vocational standards delivered in formal and non-formal vocational and technical education institutes are delivered through the responsibility of MoNE.

The main responsible which is MoNE- Directorate of Lifelong Learning has determined Public Education Centres, Vocational Education Centres, Advanced Education Centres and Open Education Centres to be adult education institutions.

MoNE has approved 3457 modular courses regarding adult education. These courses which are accessed through an E-System are continuously updated and the follow up of the beneficiaries are done through this automated system.

A national curricula system has not been differentiated in adult education for migrants. The only precondition is the Turkish Language training provided by the Public Education Centres. As a result, migrants in Turkey are able to access 3448 modular courses with a precondition of a specific level of Turkish language knowledge.

Turkey aims to reach individuals (including migrants) of all ages located in all geographies through its public and private educational institution network. Looking at the geographical distribution of non-formal educational institutions, it is seen that there is at least one Public Education Centre in all districts. There are also a number of private education institutes providing non-formal education all over Turkey.

It should be noted that all language courses for foreigners are free of charge.



Italy

In Italy migrant education is a very wide and complex sector, where both private and public actors have responsibilities and roles. Training activities are run both by schools (for migrant pupils who are equally inserted within public schools and curricula and can benefit of language support – L2 teaching), universities (for migrant youth who want to reach a higher education degree), NGO's and CSOs in general (for both regular and not regular/in process migrants especially on language and literacy and on professional competences, especially financed through national and European funds within integration projects), public bodies linked with Ministry of Labour (for regular adult migrants who need professional training and orientation for job search).

It is not easy nor fruitful to make a classification or categorization of activities, since the field is very wide and in continuous change. Three are the main areas of training for migrants:

- a) Italian language both for minors in schools and for adults (often linked to specific courses on Italian culture and laws)
- b) professional/technical training
- c) entrepreneurship skills training. Most of these courses are for free.

Despite this wide offer, basing on a research of Eurostat (2018) on the level of participation of migrants in training activities Italy shows the lowest figures of investments on migrant training (only 4,3% of not Italian citizens attended any kind of training, while in norther Europe the percentage is much higher 32% in Sweden and Finland, 21% in France and 10% in Germany – EU average is 13%). On the contrary in Italy there's one of the higher rates of migrants with lower level of education (49%).

Cyprus

The government has implemented a migration strategy, which aims to integrate legal migrants into the society. Based on the national employment strategy and the labour market needs in general, the migration strategy aims to integrate legal migrants into the society under conditions of increased social cohesion. The action plan for the integration of third country nationals includes actions in areas such as education, vocational training, and learning of the Greek language, health, information and more.

Education at all levels is a key part of the integration process for migrants in Cyprus. Two areas of particular focus are language learning and adult learning, which are vital for the entry of the migrants into the Cypriot job market.

Adult education in Cyprus, is offered at public, semi-government and private institutions, which, according to the type of education or training being offered, can be grouped in three categories:

- Institutions offering formal adult education: it includes the five Evening Gymnasias and the two Evening Technical Schools in Nicosia and Limassol, Post-Secondary Institutes of Vocational Education and Training, the Open University of Cyprus, the Mediterranean Institute of Management, Higher Education Institutions (both public and private) offering flexible learning programmes for adults.



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- Institutions offering non-formal adult education: it includes the Adult Education Centres, the 41 State Institutes of Further Education, the Pedagogical Institute, Private Institutes registered with the Ministry of Education.
- Institutions offering (continuing) vocational training: it includes the Cyprus Productivity Centre, the Cyprus Academy of Public Administration, afternoon and evening classes at the technical schools, the Apprenticeship Scheme offered jointly at technical schools and private industries, in-company courses funded by the Human Resource Development Authority³.

Most of the adult learning and language learning projects in Cyprus are funded by the EU, through Erasmus+ and its predecessor Life Long Learning Programme.

At a more local level, a large number of Greek language classes run throughout the year, organised from the Ministry of Education, universities, local municipalities or state-funded programs, free or at a low cost⁴. The majority of the classes though, do not go beyond teaching basic Greek (levels A1 and A2). A few NGOs and local municipalities offer VET in English, but in the absence of a national policy on the integration of migrants, these programs are sparse.

Sweden

The goal of adult education is to help adults supplement their education in order to strengthen the individual's position socially and in working life. Adult education has deep-rooted traditions in Sweden. The proportion of the adult population in Sweden without secondary education is relatively low, but Sweden also has the largest differences in literacy proficiency between foreign-born and native-born adults in Europe. The state and municipalities have the overall responsibility for providing the infrastructure for lifelong learning, and there are many forms of adult education in Sweden, both formal and non-formal.

The adult education can be equally organized by public authorities and private enterprises. Each individual is free to choose educational provider and the fees are covered by the municipality where the individual resides.

The normal path when arriving in Sweden as an adult is to first learn the Swedish language and then, partake in other educational activities. Several combinations of language and skills education, such as "Assistant Nurse – Swedish for Adults" and "Construction – Swedish for Adults" exists.

Adult education provided by municipalities consists of three different forms of education:

- Municipal adult education at compulsory and upper secondary school levels
- Special education for adults
- Swedish tuition for immigrants

Labour market training is provided by the Swedish Public Employment Service and intended primarily for unemployed adults in need of retraining or further training and education. The parliament and

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the government have assigned the Swedish Public Employment Service the goal of focusing on people who are at some distance from the labour market and who, for example, have been unemployed for a longer period of time.

The legislation is rights-based and each adult over the age of 20 has the right to education equivalent to the compulsory school and the upper secondary school.

The educational obligation means that all new arrivals who take part in the Employment Service's establishment efforts, and who are deemed to need education in order to be able to come to work, can be assigned to apply and take part in education, otherwise the compensation can be withdrawn. A new arrival who has a short education and who is therefore not expected to be able to work during his time in the Employment Service's establishment program shall mainly focus on education. If, on the other hand, a new arrival is deemed to have the conditions for being able to establish themselves in the labour market, efforts must be made to match the individual to work, in the same way as before.

2) If a national curricula or national/local program for the training of migrants are in place, what does it contain? Which certifications for participants are in place?

Summary

All countries except one has no national curricula for the training of migrants. After meeting required language requirements, migrants are expected to follow the same curricula as nationals.

Whilst education equality must be considered a good thing, it also raises discussions if, for example, a Sudanese plumber in Sweden would require the same level English in order to certify as a plumber.

Greece

A number of Greek language classes are provided by universities, civil society organisations and centres for vocational training. However, as noted by UNHCR, "the lack of Greek language classes, which most perceive to be required for integration, was a commonly referenced issue". A pilot programme of Greek language courses funded by the Asylum, Migration and Integration Fund (AMIF) announced in January 2018 had not been implemented yet.

Spain

No national curricula exists in Spain for migrants. The educational rights and duties follows the age of the person.

However, Spain are looking into provisions for increasing the integration of migrants in the educational system. They are mainly focused on academic needs and school organization.

In terms of language education, Education Authorities promote free and systematic specific programmes for learning Castilian and other co-official languages as well as learning other basic cultural elements, in order to make easier immigrant people inclusion in primary and secondary



education (including adult education). These programmes are not, in general, specifically orientated to obtain a language certificate. Again, these measures differ amongst autonomous communities. Apart from the measures for attention to diversity introduced so far, there are other initiatives to train migrant adults undertaken by private centres that use different tools, methods, materials, and methodologies, but who do not always respond to a common legal framework. Rather these independent institutions and centres target particular initiatives which can serve to give them an overview of the situation.

Turkey

A national curricula system has not been differentiated in adult education for migrants. The only precondition is the Turkish Language training provided by the Public Education Centres. As a summary, migrants (SuTPs) in Turkey are able to access 3448 modular courses with a precondition of a specific level of Turkish language knowledge.

Italy

No national curricula or program for training is set in place specifically for migrants, a part the system defined by law and related to the process of school integration and regularization of migrants in the country.

A specific sector of training is the one implemented within the CAS system (first level of sheltering of asylum seekers in Italy) but it is very weak and not well integrated with the other sectors of Italian integration system, since migrants attend different courses while waiting for the regularization documents, and once they are rejected the training cannot be further exploited since, in theory, people is not allowed to be contracted.

Certificates are mainly in the area of the Italian language, and the main certification is CELLI (Certificati per persone immigrate in Italia).

Cyprus

In Cyprus, there are several initiatives addressing the need of a recognized path or curricula for migrant education. Amongst these are;

MiHub (Migrant Information Centre), which supports the access to services and resources that meet migrants' needs and gives emphasis on building new skills towards harmonically adjustment to the Cypriot cultural and social environment. Services include Greek language course material, information centre, advice and guidance services and specialised services on employment, education, health, housing, social benefits and rights and responsibilities.

MINGLE (Migrant Language and Social Inclusion) is an initiative of the Nicosia Municipality Multifunctional Foundation and the Mediterranean Management Centre. It is aimed at people from non-EU countries in Cyprus, who would like to learn Greek, meet people, get oriented, and feel more at home. Information is available in Greek, English, French, Russian, Arabic, Persian- Farsi. Among the



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courses offered are free Greek language courses and workshops on intercultural skills, social and civic competences, cultural awareness and political trust. The project is funded by the European Union's Asylum, Migration and Integration Fund¹⁰.

Sweden

No specific curricula for migrants are in place in Sweden apart from those applied to Swedish tuition for immigrants. Once a certain level of the Swedish language is secured, the educational curricula is coherent.

3) What does teacher/tutor training look like today for professionals working with migrants? Are there formal requirements to work with migrants? What level and type of qualifications are required? Is there a shortage of teachers?

Summary

There generally no national requirements for teaching with immigrants, apart from general legal requirements. Sweden stands out in this respect, where you need to supplement your teacher education with the subject Swedish as a second language (30 credits). In reality, certified teachers are hard to find, and many non-formally trained persons works as language teachers in Sweden.

Italy are introducing a new category of staff, the "Operatore di Prima Accoglienza", a training which addresses the issues of working with migrants.

The lack of certified teachers is noted across Europe.

Greece

The "Reception/ Preparatory Classes for the Education of Refugees" (DYEP) are part of the mandatory formal educational system (primary and lower secondary education), which are run by teachers selected from the list of "substitute teachers" of public schools appointed by the Ministry of Education. However, as some teachers selected went on to full time teaching positions, the process meant a large number of teachers dropping out. Lack of properly trained teacher combined with large number of pupils/students in each class means that the migrant education is not working as well as it could.

Spain

The teaching staff belonging to public educational institutions providing Adult Education leading to the obtaining of an academic or professional certificate comprise civil servants of the different non-university teaching bodies, in line with the educational levels and programmes offered, that is, pre-primary and primary education, secondary education and vocational training.

¹⁰ "Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."

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Adult Education teachers must hold the relevant academic degrees and the pedagogical and didactic training, other former degrees equivalent for teaching purposes, or the authorisation of other degrees that could be established by the Government after consulting the Autonomous Communities.

Focusing on teachers/tutors belonging to public educational institutions working with migrants, no one answer can be given due to the decentralised educational policy context. Any teacher can be tutor of immigrant students.

Turkey

Teacher education in Turkey is delivered through general academic lectures and occupational lectures in education faculties. For teaching at pre-school, primary, secondary school level pre-service, a 4-year bachelor's degree education is required. There is no bachelor's degree level education to train experts to respond to the needs and characteristics of adults and to provide efficient and productive education for them. All educators serving in public or private institutions are assigned to deliver adult education from schools or private sector businesses (engineers, masters etc.) by hourly payments and yet these educators have no special training in teaching adults.

MoNE Directorate General for Teacher Training and Development and General Directorate for Human Resources (centralized) and Provincial Directorates of National Education (localized) prepare annual service education plans for teachers who are adult educators. Through in-service training activities, teachers receive adaptation, knowledge update, development trainings and trainings for preparation for higher position, pedagogic formation, foreign language, IT, special education training as well as vocational and personal development trainings.

Italy

In Italy is recently arisen the new professional figure (not formalized with any qualification required, yet) of the Operatore di Prima Accoglienza (it could be translated as first aid professional) who can be employed both in the public services for migrants and in the projects run by NGOs/CSOs. His/her skills had been recently identified by some Universities which offer specific training:

- Knowledge of legislative, geopolitical and health contexts of interventions for migrants.
- Management of shelters and project of integration.
- Knowledge of existing national and European Law for migrant's integration.
- Counselling
- Burnout cases management
- Languages skills
- Multicultural competences
- Coping strategies for migrants and staff management
- Administrative skills
- Problem solving and conflict resolution
- Interdisciplinary approach
- Capacity of work in emergency and stressful contexts.



Cyprus

There is a lack of critical information on adult education of migrants in Cyprus. The teacher/tutor training sector for professionals working with migrants is mostly supported by some EU-funded projects and much less by national institutions or NGO initiatives. The government rarely offers any specific training courses for professionals working with migrants and the trainings or seminars offered by NGOs in Cyprus are sparse. Moreover, there is no systematization of a major national framework for the development, monitoring and evaluation of adult education for migrants or refugees, neither exist details on the curriculum and the pedagogical approach used in the programs to which migrants are admitted.

There is no comprehensive legal framework for Adult Education and Continuing Education in Cyprus, neither an Adult Education Strategy specifically aimed at immigrants. However, formal requirements for adult educators who work with migrants exist. According to the Cypriot Qualifications Framework, vocational training educators should be graduates of Tertiary Education and holders of Master of Science in Vocational Education and Training or Life Long Learning or Adult Learning or Training of Trainers and have at least 8 years of relevant work experience, 5 of which as Trainer/Teacher. Thus, institutions and services providing adult education for migrants usually request a proof of language and/or official certificates and diplomas on adult education for migrants, in order for educators to be eligible to enter the adult teaching sector. However, depending on the institution or service providing the adult education, the level and type of qualifications required.

Sweden

The subject teacher's degree is at the undergraduate or advanced level and is given with two different specializations - towards work at the compulsory school year 7–9 (270 credits), and towards work in the upper secondary school (300 or 330 credits).

Supplementary pedagogical education (KPU) is aimed at those who already have subject studies from universities/colleges within subjects that exist in the school and want to supplement these with studies in the pedagogical and didactic field to obtain a subject teacher degree.

The vocational teacher's degree is at undergraduate level and comprises 90 credits.

In order to become eligible to teach Swedish for immigrants, you need to supplement your teacher education with the subject Swedish as a second language (30 credits). There are no supplementary requirements to work as teacher for migrants.

5) Are there capacity building programmes in place?

Summary

Most partner countries have some capacity building programmes in place, but formal education has yet to fully formalize capacity building programmes.



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Greece

IOM (International Organisation for Migration) assists States in increasing their technical knowledge and strengthening institutional capacity on migration and border management, aiming at long-term sustainability, which aim to build capacity in three areas: Developing institutional capacity, developing human capacity and developing operational capacity.

The IBM Team furthermore develops and delivers training courses for migration officials, as well as "training of trainers" programmes in order to facilitate knowledge sharing.

The course aims to provide specialized pedagogical knowledge to teachers in both levels of compulsory education (Primary and Secondary) and to Tertiary graduates who plan to teach, as well as to teachers engaged with adult education in refugee or migrant contexts.

The programme is designed to be practical, provides opportunities to create bespoke teaching and learning materials, encourages deep engagement with the world of practice through visits to schools, refugee camps or other institutions related to formal and informal learning of refugees and migrants in different sites of Greece and other countries, team-teaching activities and project work.

Spain

There are no specific capacity building programmes in place for teachers/tutors working with migrants.

In order to face this lack, specific contents related to the attention to diversity are being included in the curriculum of Initial teachers training such as the Bachelor in School Teacher of Pre-Primary and Primary Education and the Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training.

Regarding teachers continuous training, a wide range of courses is being offered by universities in Intercultural mediation. A good example of training curriculum for courses on intercultural mediation can be the one provided by the University Antonio de Nebrija, comprising the following didactic units:

- The need for intercultural mediation in the social scope
- Immigration, multiculturalism and school
- Legal framework of immigration
- Social policies in the matter of immigration
- Key concepts of immigration
- The social exclusion processes
- Conflict resolution
- Intercultural and community mediation
- Professional profile of the intercultural mediator
- Skills and tools of the intercultural mediator
- Intercultural mediation techniques



Turkey

Cooperation with public / private institutions and organizations (associations, CSO, NGOs) are developed in order to strengthen and extend vocational and technical education. Within the context of the cooperation protocols signed with the sector, infrastructure of schools is strengthened in accordance with the developing technology and the educators are trained accordingly.

Turkey is further training for teachers is mainly funded through EU-FRIT (MADAD Fund) within the context of capacity building programmes for migrants. As per the agreement with the EU, 3 + 3 billion Euros of funding will be provided to Turkey until 2023.

Ministry of National Education utilizes this fund for the PICTES Project. "Promoting Integration of Syrian Children into Turkish Education System - PICTES".

Activities of the PICTES Project are as below:

- Turkish Language Training
- Arabic Language Training
- Remedial Training
- Supportive Training
- Transportation Services
- Stationary, Workbook and Clothing Support
- Awareness Activities
- Procurement of Training Material
- Turkish Language Testing System
- Guidance and counselling activities
- Security and Cleaning Services for Schools and Temporary Training Centres
- Provision of Training Material
- Training of Trainers
- Administrative and other personnel trainings
- Monitoring and Evaluation

Other than programmes implemented by the Ministry, there are more than 100 capacity building programmes implemented by local, national and international CSOs that are mostly involving education and social integration. Most of the projects are implemented in South-eastern Anatolian region where migrant population is high. Pre-studies show the existence of voluntary educator training activities regarding migrants.

Italy

In Italy there's an asymmetrical system that rules the overall legislative framework at national level, but the effective implementation of this framework is charged on the local level (municipalities, NGOs and CSOs, schools). This means that the quality of integration can really be different from town to town, region to region, even if formally these paths are equal under a legal point of view. This is more



and more true in the last few years, with a relevant political change (right-wing government openly against migration) at national level that can affect also the existing experiences at the local one.

The professionals who daily work in the integration processes represent a very wide group of competences: language teachers, legal support, job search/tutoring support, integration/social support, gender experts, external relations and dialogue with local authorities, management and financial issues, mediators and interpreters.

To support such a wide range of skills and competences in Italy there's not a unique and systemized framework of training, but a very wide range of training opportunities both at national and local/regional level, and both ruled by public and private institutions.

At University level, in the last ten years a lot of faculties introduced new specializations related to migrant flows and integration management, directly related to the effective system of integration built up in the country. These degrees are specialist and relate to all the field of intervention in the integration process (legal, social, educational, health care etc..) with a general overview on the historical and anthropological topics related to contemporary migrations.

Specific high-specialization courses for workers (health professionals, psychologists, educators etc) are provided also by private research centres or universities (for example a very high-level training is provided by the F. Fanon Centre in Turin)

Only in the last couple of years a wide range of trainings had been "self -organized" by the NGOs/CSOs according to a tailored training needs analysis in their specific contexts. Main fields of training are:

- Legal framework and updates for regularization
- Management and reporting for EU and national funds for integration and asylum seekers
- The relation professional-migrant within the integration processes/projects
- L2 teaching
- Job inclusion for migrants
- How to become a specialized professional for migrant integration projects

Cyprus

Cyprus is participating in the initiative "Education and Training 2020" of the European Commission through the Cyprus Action Plan, which is implemented by the Ministry of Education and Culture in cooperation with other departments of other Ministries, directorates and authorities. The Action Plan is co-funded by the European Commission and the Republic of Cyprus.

At a local level, DOREA Educational Institute offers a variety of educational training courses, including a course titled "Refugees and Immigrants: Social Inclusion to EU Through Non-Formal Education".

Open University of Cyprus offers an international master on Adult Education for Social Change, aiming to deliver a curriculum that enables educators to work with adults effectively and competently in changing socially diverse contexts, responding to such issues as social inequality,



migration and intercultural cooperation. University of Nicosia offers a master's degree on Adult and Vocational Education and Training.

In addition, there are several EU-funded projects (mainly Erasmus+) implemented in Cyprus are the main initiatives providing capacity building programs for educators working with migrants.

Sweden

A number of capacity building courses is available, but no specific courses for working with refugees/migrants. Many universities offer courses in Intercultural competence and intercultural communication, just as there's a number of course providers providing training in a range of subjects.

However, there are several examples of capacity building programmes for others working with the target group. One such example is the "Språkombud" – a training provided by VO-College (a joint venture between the Union, Employers and Nursing Schools). In this training, employees are trained to facilitate and train employees with another mother tongue than Swedish.

6) Give examples of organisations delivering programs that you consider good practice for building the necessary skills for working with migrants. 1 or 2 examples per partner.

Greece

N/A

Spain

ReCULM – KA2 E+ project aimed to drive the official recognition of cultural mediation as a profession. It empowers Cultural Mediators with the set of knowledge, skills and competences required to keep up with the demands of the current and emerging reality in Europe as regards the needs of refugees and asylum seekers strengthening their working reflexes and adaptability, and eventually, increasing their professional efficiency and expertise.

Web page: <http://www.reculm.eu/>

Asociación PROADE was created to support the organizations of the Third Sector, and the professionals and volunteers who work or collaborate with them. PROADE is running several research and development programs and providing teaching training courses like the Curso de Gestión del Voluntariado (Volunteer Management Course) that pretends to develop the necessary skills in the area of volunteer management within the framework of any non-governmental organization for social action or international cooperation for development.



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Web page: <https://www.asociacionproade.org/formaci%C3%B3n-para-ong/gesti%C3%B3n-del-voluntariado/>

Turkey

N/A

Italy

The organization “In Migrazione” delivers a lot of different types of course for the professional roles related to migrant integration. Here the details and examples of courses.

Web page: <https://www.inmigrazione.it/it/tutti-i-corsi>

Web page: <https://www.inmigrazione.it/it/materiali-didattici> (didactic material)

The private research and counselling Centre F. Fanon provide a wide range of training for health and social professionals engaged with migrants, in the form of courses and workshops/seminars.

Web page:

<http://associazionefanon.it/index.php?option=comcontent&view=article&id=5&Itemid=7&lang=it>

Another portal for training dedicated to all the professional profiles involved in the integration processes can be found here:

Web page: <https://www.mestiereoperatore.it/it/chi-siamo>

Cyprus

DiSoCI (Digital, Social and Civic Competences Development for Adult Educators Working with Migrants and Refugees) is one of the projects most focused on adult education for migrants and refugees. DiCoSI digital platform offers a training program for educators, consisting of 2 modules: “Developing the Digital Competence” and “Developing the Social and Civic Competence”. The project offers an assessment tool for skills testing and an e-Repository of OERs, which could be used by adult educators for free in order to better organise learning process of migrant and refugees. The e-Repository of OERs includes four modules “Promoting Personal Development”, “Promoting Social Entrepreneurship”, “Empowering Integration of Migrants into Labour Market” and “Promoting Gender Equality and Diversity in order to protect Human Rights of Migrants and Refugees”²⁸.

Web page: <http://disoci.eu>

²⁸ “Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz.”

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The Handbook for Adult Teaching Staff, part of the Cyprus Action Plan of the European Commission and supported by the Ministry of Education and Culture, the Cyprus Pedagogical Institute and Frederick University, consists of basic teaching principles for teachers of adults who belong to vulnerable social groups. The handbook aims at training adult educators as to help low-skilled adults to improve their skills and competences and acquire further qualifications that will enable them to respond effectively to the current demands of the labour market²⁹.

Web page:

http://www.moec.gov.cy/aethee/synedria/2014_teliko/2014_06_26_handbook_english.pdf

Sweden

Kompetensutveckling för Integration i övre Norrland – KIN (Training for integration in upper Norrland)

KIN is a project for capacity building for organizations involved in the process of forming the refugees' first contacts in Arjeplog, Arvidsjaur, Dorotea, Kramfors, Lycksele, Sollefteå Sorsele, Stomsund, Vilhelmina, Åsele and Norsjö. The project aims to enhance individual skills and broaden their professional roles to be better able to take advantage of the growth factor that is foreign-born persons. KIN is supported by the Swedish ESF-Council.

Web page: <https://www.esf.se/Resultat/Projektbanken/Behallare-for-projekt/Ovre-Norrland/Kompetensutveckling-for-Integration-i-ovre-Norrland-KIN/>

7) Is there formal (conventional) courses for working with migrants or professional development for teachers/tutors?

Summary

The six countries partaking in the project has different approaches to formal training and professional development for teachers/tutors working with migrants.

Greece

There are no formal courses for teacher/tutors. The HOU's Postgraduate Program entitled as "Language Education for refugees and migrants" is designed for teachers and graduates who wish to complete or deepen their knowledge and skills of teaching the language lesson in various languages, as well as develop new resources they can later apply to specific contexts and levels. The modules will provide postgraduate students with a strong grounding in theoretical literature as well as appropriate classroom methodology, course design and an introduction to the key research tools.



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Spain

Volunteering in Spain, in its vast majority, is organised by those NGOs present in areas of immigration arrival and larger cities. The training offered by these centres usually does not lead to obtaining a formal specific diploma or degree, so that is more oriented to provide linguistic and cultural support and personal, social and work promotion, namely:

- Training for access and development in employment (Spanish language, training on basic skills, social skills, digital literacy, psychosocial accompaniment, etc.)
- Guidance, advice and information for employment
- Business prospection and labour intermediation

Turkey

Most of the educators working in the field of adult education are teachers and administrators of formal education institutions. In other words, most of the educators working in adult education sector hold pedagogical formation certificate.

Italy

In Italy there's an asymmetrical system that rules the overall legislative framework at national level, but the effective implementation of this framework is charged on the local level (municipalities, NGOs and CSOs, schools). This means that the quality of integration can really be different from town to town, region to region, even if formally these paths are equal under a legal point of view. This is more and more true in the last few years, with a relevant political change (right-wing government openly against migration) at national level that can affect also the existing experiences at the local one.

The professionals who daily work in the integration processes represent a very wide group of competences: language teachers, legal support, job search/tutoring support, integration/social support, gender experts, external relations and dialogue with local authorities, management and financial issues, mediators and interpreters.

To support such a wide range of skills and competences in Italy there's not a unique and systemized framework of training, but a very wide range of training opportunities both at national and local/regional level, and both ruled by public and private institutions.

At University level, in the last ten years a lot of faculties introduced new specializations related to migrant flows and integration management, directly related to the effective system of integration built up in the country. These degrees are specialist and relate to all the field of intervention in the integration process (legal, social, educational, health care etc..) with a general overview on the historical and anthropological topics related to contemporary migrations.

Specific high-specialization courses for workers (health professionals, psychologists, educators etc) are provided also by private research centres or universities (for example a very high-level training is provided by the F. Fanon Centre in Turin)

Only in the last years a wide range of trainings had been "self-organized" by the NGOs/CSOs according to a tailored training needs analysis in their specific contexts. Main fields of training are:

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- Legal framework and updates for regularization
- Management and reporting for EU and national funds for integration and asylum seekers
- The relation professional-migrant within the integration processes/projects
- L2 teaching
- Job inclusion for migrants
- How to become a specialized professional for migrant integration projects

Cyprus

Apart from the EU (Erasmus+) projects offering courses and trainings for working with migrants or for professional development for teachers/tutors, there are a few formal trainings, courses or diplomas (some partially funded by the EU), which focus on migrants and the professional development of teachers/tutors.

The Handbook for Adult Teaching Staff, part of the Cyprus Action Plan of the European Commission and supported by the Ministry of Education and Culture, the Cyprus Pedagogical Institute and Frederick University, consists of basic teaching principles for teachers of adults who belong to vulnerable social groups. The handbook aims at training adult educators as to help low-skilled adults to improve their skills and competences and acquire further qualifications that will enable them to respond effectively to the current demands of the labour market. The handbook includes sections, such as Basic Concepts in Adult Education, Adult Learning Theories, Barriers to Learning, The Adult Learner as a Member of a Vulnerable Social Group, Effective Adult Teaching Techniques, Communication Skills, The Role of the Adult Teacher, Methods for the Evaluation of Adult Learners, the Development of Learning Strategies and Lifelong Learning Processes, Pedagogical Aspects of Effective Teaching and Certification of Adult Teacher Qualifications. These sections include activities, quizzes and other assessments activities.

University of Nicosia offers a master's degree on Adult and Vocational Education and Training. DOREA Educational Institute offers educational training courses under the framework of Erasmus+, including a course titled "Refugees and Immigrants: Social Inclusion to EU Through Non-Formal Education".

Sweden

There are several trainings and university courses for working with migrants, such as "integration consultant" and the possibility to take a supplementary training for teachers of the Swedish language to work with teaching Swedish for Immigrants.

As the educational system in Sweden is well organized across the country, volunteers in Sweden is non-formal. It could be helping persons with the home work or practicing Swedish.

Several volunteering organizations, both large and well known such as The Red Cross and Swedish Church offer such initiatives, as well as smaller local initiatives.