

# REVaLUE

Refugees Empowerment through VET  
in an inclUsive Europe

**“Who migrates to Europe?  
Educational and professional profiles  
of refugees in EU countries”**

REVALUE

**Final Report**

*Laura Bianconi*  
*Lorenzo Sapochetti*  
**Programma integra**

## Content

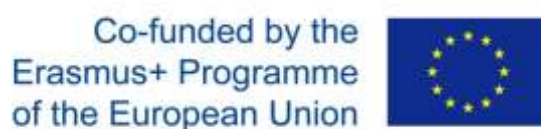
<b>Acknowledgements and Disclaimer .....</b>	<b>3</b>
<b>A. Executive summary .....</b>	<b>4</b>
<b>B. The REVaLUE project .....</b>	<b>6</b>
<b>C. Comparative analysis of the REVaLUE research in Italy, UK, France, Hungary.....</b>	<b>8</b>
Background on migration in Europe and the partners' countries .....	8
Profile of refugees and migrants interviewed in each country .....	17
Education and job experiences of refugees and migrants in the country of origin .....	22
Education and job experiences of refugees and migrants interviewed in the country of origin .....	22
Formal, non-formal and informal education .....	27
Education, job experiences and level of knowledge of the host country's language .....	28
Job experience in the host countries .....	29
The main training needs of refugees and migrants in the host country .....	30
Operators' perceptions on the main training needs of refugees and migrants interviewed .....	31
An analysis of the career plans: desired jobs and real opportunities .....	32
Operators' views on the difficulties of migrants and refugees during their path to social inclusion. What proposals to overcome difficulties? .....	33
National, regional and local funds for the social inclusion of refugees and migrants in Italy, UK, France and Hungary .....	35
Good practices in support of social inclusion of refugees and migrants in Italy, UK, France and Hungary .....	37
<b>D. Conclusion .....</b>	<b>54</b>

## Acknowledgements and Disclaimer

The report has been produced by the “REVaLUE” project - Erasmus Plus Key Action 2 Strategic Partnership, which consists of:



Further information about the project and about the partnership is available at <https://revalueproject.wixsite.com/revalue>



*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

© The REVaLUE partners. All rights reserved.



## A. Executive summary

The report *“Who migrates to Europe? Educational and professional profiles of refugees in EU countries”* is the second Intellectual Output (IO2) of the REValUE project (presented in the section below). It is the outcome of the research carried out by the project partners Programma integra, FISPE – Français pour l’insertion sociale et professionnelle en Europe, Ashley Community Housing and Jövőkerék Alapítvány in their national contexts - respectively Italy, France, United Kingdom and Hungary - on the educational and professional levels of migrants who arrive in Europe seeking for humanitarian protection. The Report provides for an overview of the situation in the continent, to then get an insight on countries involved in the survey.

In particular, the Report collects the assessing experience of the 4 countries in which the project is being carried out and tries to draw a picture of migrants, especially humanitarian migrants, in terms of education and professional backgrounds, possibilities and aspirations. Despite the numerous studies on the demographic and geographical profile of those who have international protection, there is still a lack of comparative researches on their average educational and professional level. Although the scope of the project is limited to the 4 mentioned countries, it may still provide a grasp of the average educational and professional profile of refugees, helping policy-makers to design proper labour inclusion policies for refugees and setting an example for realizing studies on a larger scale.

The information has been collected through desk research and interviews with migrants and refugees, which have been complemented with data gathered from CVs and career plans elaborated by the REValUE partners in the previous project phase. It is necessarily fragmented and dependent on the diverse type of beneficiaries that partners work with, and also influenced by the different reception systems run in the countries involved.

In section C of this Report, the reader will find a comparative analysis of the research conducted in four European countries covered by the project - Italy, France, the United Kingdom and Hungary. After drawing a rough picture of the migratory situation in Europe, the report details information about refugees and migrants in each country according (as far as it has been possible) to national, official statistics. Then, the examination targets people interviewed by the professionals involved in the research. These data give an idea of the different nationalities and migratory backgrounds of people reaching the different countries.

Afterwards, information about the education and job experiences of humanitarian migrants in their countries of origin are presented: in this case, the examination entirely rely on first-hand data gathered by partners, as there is irrelevant or even no official statistics made available by national institutions. Subsequently, formal, non-formal and informal education of people who took part in the survey are taken into account: this analysis allowed getting a general view on what is the level of education of newcomers and reflecting upon what is the situation of acknowledgement of qualification in the countries.

The following discussion on education, job experiences and knowledge of the national languages highlighted the difficulty of finding national, official information about refugees and migrants in

their countries in those terms. However, we tried to define general characteristics of their career paths and stressed what are the most common occupations among them. Right after, the report illustrates what are the commonly perceived most urgent needs of humanitarian migrants as pointed out by researchers and policy makers. Then, we propose a list of the main training needs as they are perceived by migrant service operators.

Subsequently, the analysis of career plans allows a better understanding of what aspirations migrants have in terms of professional careers and what are their expectations in the light of their comprehension of the local labour market. The next paragraph presents the view of operators on the most common challenges of refugees and migrants in the process of social inclusion and what proposals they have to overcome them.

The report concludes with a review of national, regional and local funds for the social inclusion of humanitarian migrants and a presentation of two best practices in support of it in each partners' country.

## B. The REVaLUE project

Leaded by the Italian organisation for research and training ERIFO - Ente per la Ricerca e FORMazione, the “REVaLUE – Refugees Empowerment through VET in an inclUsive Europe” project involves other six partners based in five different European countries: Programma integra (Italy), Iriv Conseil and FISPE - Français pour l'insertion sociale et professionnelle en Europe (France), Ashley Community Housing and Rinova Ltd. (UK), Jövőkerék Alapítvány (Hungary) and gsub mbH (Germany). It is co-funded by Erasmus+ Program 2016, KA2 - Cooperation for innovation and the exchange of good practices – Strategic Partnerships for vocational education and training.

The project’s overall objective is to identify the major causes hindering the social and professional integration of migrants and refugees in the European countries of destination, with specific reference to the partners’. In particular, it deals with:

- Lack of recognition of knowledge and skills acquired in the home countries as well as qualifications obtained there;
- Shortage of professional opportunities for qualified migrants and refugees in the host countries;
- Low consideration, in the host countries, of the professional experience developed by migrants and refugees in their countries of origin.
- Linguistic barriers, as language competencies are essential to the socio-economic integrations.

Therefore, REVaLUE’s intervention addresses the professional insertion of migrants, refugees, international protection holders and asylum seekers in the host society by improving their possibilities to access qualified work positions in the four partners’ countries. At the same time, REVaLUE concerns the design and implementation of taught and training courses through the use of innovative teaching methodologies by taking into account adults’ needs for education. These courses are aimed to facilitate their access to qualified, fairly-paid work sectors, generally available to sole nationals by creating real opportunities for migrants and refugees enabling them to exit the disadvantage socio-economic situation they face, pursuing the following goals:

- Helping migrants and refugees with the development of a Europeanly acknowledged CV certified by the partnership’s organisations and by the European Union (in line with the KA2 horizontal priority 2 ‘inclusive education, training and youth’ and priority 5 ‘transparency and recognition of skills and qualifications’). This recognition guarantees the authenticity of the document.
- Providing refugees/subsidiary protection holders/asylum seekers with hands-on experience through the creation and implementation of work-based laboratories (VET field specific priority 1).
- Transferring of new highly qualifying skills to refugees/subsidiary protection holders/asylum seekers through tailored VET courses that meet their specific learning needs and characteristics, in particular the language (KA2 horizontal priority 1, 2 and 3; VET field specific priority 3 and 4); Learning of the host country’s language to widen their possibilities of finding employment. Language is the primary means to enter the labour market.

- Proposal for further projects oriented towards the acknowledgement of migrants' and refugees' competencies along with the dissemination of training material and tools developed throughout the project.

REVaLUE's tools are:

- ReStart – Consisting of an evaluation of competencies and a career plan that allow professionals working with migrants identifying a professional experience by putting in evidence their skills and setting out a working plan;
- A CV certified by all the participants to the competencies evaluation process (ReStart), that will acknowledge the validity of the information provided. The objective is to overcome barriers that employers may face at dealing with job applications of migrants, refugees, international protection holders and asylum seekers.

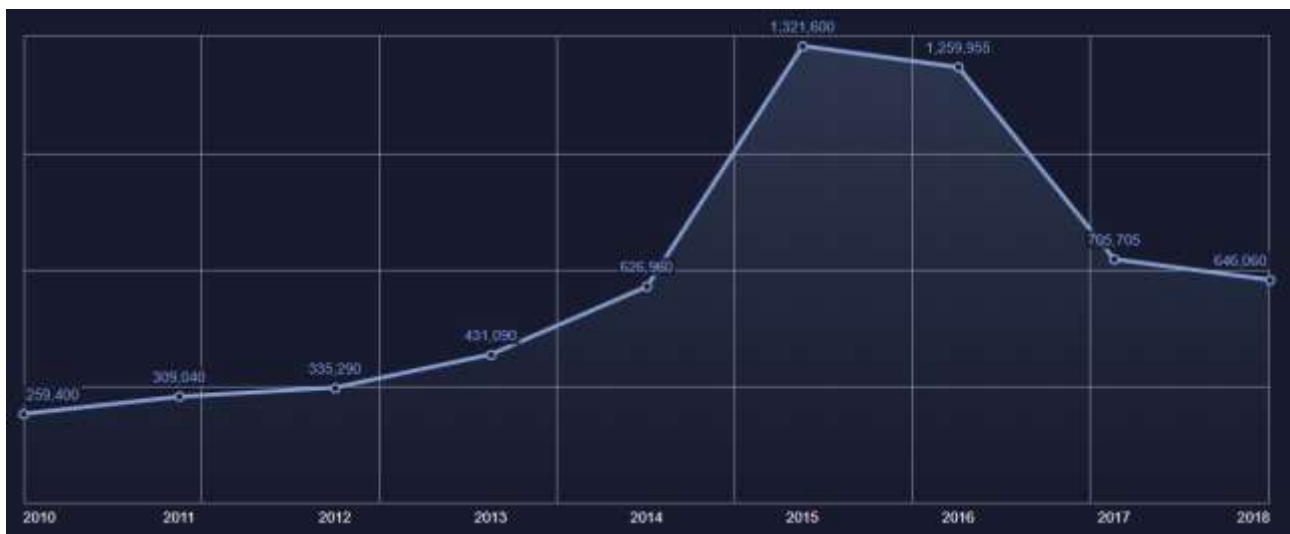
The present comparative report “Who migrates to Europe? Educational and professional profiles of refugees in EU countries” represents the last tool. It includes educational and professional profiles of migrants and refugees within the five European countries involved and proposes an overall evaluation of these countries' experience, drawing a portrait of the target groups' educational and working experience.

## C. Comparative analysis of the REVaLUE research in Italy, UK, France, Hungary

### Background on migration in Europe and the partners' countries

The number of refugees<sup>1</sup> present in the European Union in 2018 is 2.476.361, 193.162 people more than in 2017<sup>2</sup>. As far as asylum seekers<sup>3</sup>, the data made available by the European Parliament record 646.060 applications in 2018 and 705.705 in 2017.

#### Evolution of asylum applications



Sources: European Parliament with data from UNHCR, Eurostat

In 2018, there were significant changes to the pattern of routes taken by refugees and migrants heading for Europe. At the beginning of 2018 the majority arrived in Greece whereas in the second part of the year the primary entry point became Spain since more and more people attempted the dangerous sea crossing over the Western Mediterranean.

Although arrivals were markedly down compared to the large numbers who reached Italy each year between 2014-2017 or Greece in 2015, the journeys were as dangerous as ever. An estimated 2.275 people perished in the Mediterranean in 2018 (an average of 6 deaths every day).

Elsewhere in Europe, Bosnia and Herzegovina recorded around 24.100 arrivals of refugees and migrants transiting through the Western Balkans searched for new routes to EU Member States; Cyprus received several Syrians from Lebanon, along with arrivals from Turkey; a small numbers of people tried to make the sea crossing from France to the UK.

Most of these trends are continuing even in 2019, as the root causes of migratory movements - as violations of human rights, conflicts or poverty - remain unsolved<sup>4</sup>.

<sup>1</sup> Refugees are people fleeing their home country to save their lives and who have been accepted and recognised as such in their host country.

<sup>2</sup> Data available at [https://www.europarl.europa.eu/infographic/welcoming-europe/index\\_en.html#filter=2017](https://www.europarl.europa.eu/infographic/welcoming-europe/index_en.html#filter=2017)

<sup>3</sup> Asylum seekers are people who make a formal request for asylum in another country because they fear their life is at risk in their home country.



The top countries by origin of asylum seekers in the EU since 2014 are Syria, Iraq, Afghanistan, Nigeria and Pakistan, all countries with recent or ongoing conflicts. In 2018, the number of Syrian first-time asylum applicants in the EU-28 fell to 81.000 from 102.000 in 2017, while the share of Syrians in the EU-28 total dropped from 15.6 % to 13.9 %. Syrian was the main citizenship of asylum seekers in eight EU Member States<sup>5</sup>. Afghan (45 300) and Iraqi (42 100) nationals also lodged high numbers of applications. Despite lodging fewer applications compared to 2017, these top three countries of origin still accounted for 26 % of all applications in 2018. The top ten countries of origin also included Pakistan (5 %), Iran, Nigeria, Turkey, Venezuela (4 % each), Albania and Georgia (3 % each)<sup>6</sup>.

To get a general view on the situation of Europe, let's consider the following data. At the end of 2017, the total number of refugees in the world is 19,9 million - with Germany being the only European country in the global top-ten reception countries. Europe welcomed 6,1 million refugees overall, but this number has been greatly influenced by the last years' arrivals (+18% in comparison with the end of 2016, +39% with respect to 2015)<sup>7</sup>. In 2017 Europe reports 712'235 applications.

Number of refugees in the countries involved in REVaLUE project<sup>8</sup>:

- Germany hosts 970.365 refugees (11.8 every 1'000 inhabitants) in 2017; 1.063.837 in 2018
- France hosts 337'177 refugees (5 every 1'000 inhabitants) in 2017; 368.352 in 2018
- Italy hosts 167'335 refugees (2,5 every 1'000 inhabitants) in 2017; 189.243 in 2018
- United Kingdom hosts 121'837 refugees (1,9 every 1'000 inhabitants) in 2017; 126.720 in 2018
- Hungary hosts 5.691 refugees in 2017; 6.040 in 2018

Number of asylum seekers in the countries involved in REVaLUE project<sup>9</sup>:

- Germany had 222.560 asylum seekers in 2017; 184.180 in 2018
- Italy received had 128.850 asylum seekers in 2017; 59.950 in 2018
- France received had 99'330 asylum seekers in 2017; 120.425 in 2018
- United Kingdom had 33.780 asylum seekers in 2017; 37.730 in 2018
- Hungary had 3'390 asylum seekers in 2017; 670 in 2018

The main data generally used to calculate the number of migrants in Europe is the foreign resident population, which includes all those who reside in a certain country having another country's citizenship. In other words, this data gives us a credible idea of permanent foreign residents although does not include the most unstable component of migration flows: migrants and asylum seekers who have still not settled down in a country (and that, perhaps, will never do).

Things are slightly different if we consider only non-EU foreign citizens. In Europe, Austria and Germany are the top two countries (7,7% and 6,3%). Italy comes right after (5,8%) with a similar

<sup>4</sup> UNHCR, 2019

<sup>5</sup> Eurostat, Asylum Statistics, March 2019

<sup>6</sup> Ibidem

<sup>7</sup> UNHCR - Global Trends 2017

<sup>8</sup> EU Parlament ([https://www.europarl.europa.eu/infographic/welcoming-europe/index\\_en.html#filter=2018-de](https://www.europarl.europa.eu/infographic/welcoming-europe/index_en.html#filter=2018-de))

<sup>9</sup> Ibidem

situation in Greece, Spain, Sweden, Ireland, Spain and the United Kingdom. Such statistics strongly depend on the different political situations and the European Union's agreed borders.

Lastly, we want to take into account other data, the number of people residing in a country but born in another. This data conveys a sense of how many people acquired citizenship of a particular state, coming from a different one. In this case, Italy drops to the tenth place (10%), while the highest percentage (18,8%) is held by Austria. Then follow Sweden (17,8%), Ireland (16,6%), Belgium (16,5%), Germany (14,7%), United Kingdom, Spain, and France. Such diverse results reflect differences in terms of migration policies: states which have the so-called *ius soli* (that is conferring citizenship to those born within the national territory) tends to witness lower numbers compared to states with stricter citizenship laws. For this reason, for instance, France register lower incidence of foreign citizens than Italy (6,9%), though higher if considering people who were born overseas.

## Profile of refugees and migrants in each country

### Italy

According to data provided by the National Institute of Statistics (ISTAT), foreigners residing in Italy in January, the 1st 2019 were 5'144'440 (8,5% of the overall population). The incidence of foreign residents on the Italian population is constantly going up: for instance, in 1990 third-country citizens in Italy were the 0,8% of the population whereas in 2006 they became 5%. However, the growth rate has been slowing down in the last few years, with an increase of only 0,2&% between January 2015 and January 2017. Contrarily to the masculinised image of the immigrant, women represent 52,4% of the foreign residents in Italy.

As regards refugees, their presence has increased in recent years, shifting from 80.000 in 2013 to 189.000 in 2018<sup>10</sup>. The asylum seekers at December 31, 2018 is 2.753, the majority coming from Pakistan, Nigeria and Bangladesh<sup>11</sup>. The number of migrants landed on the Italian coasts has significantly decreased in recent years, shifting from 181.436 in 2016, to 119.369 in 2017 (of which, coming from Libya: 107.212) and to 23.370 (of which, coming from Libya: 12.977) in 2018. Finally, as regards the nationalities declared at the time of arrival, according to data updated in December 2018, the main ones are: Tunisia, Eritrea, Iraq, Sudan and Pakistan<sup>12</sup>.

Going back to the more than 5 million foreign residents, about half of them are European citizens of which 1,5 million are communitarian and 1 million are not. Moreover, 1,1 million are Africans (700 thousand from the North and 400 thousand from the Sub-Saharan continent). Finally, Asians are about 1 million and Americans are around 400 thousand (almost all from Central and South America).

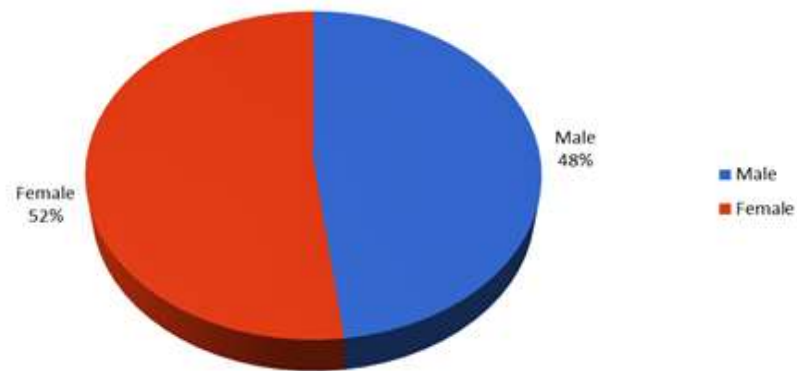
Graphs below show some statistics of the immigrant population in Italy updated to January 2019.

<sup>10</sup> UNHCR, 'Global Trends. Forced Displacement in 2018', 2018

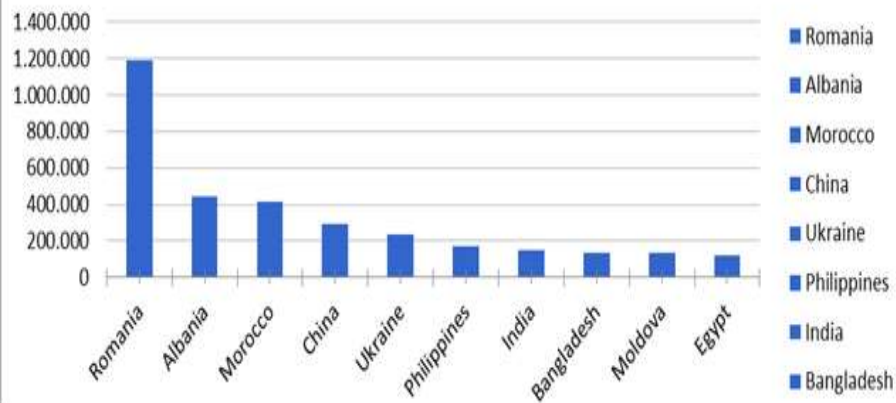
<sup>11</sup> Italian Ministry of Interior

<sup>12</sup> Ibid

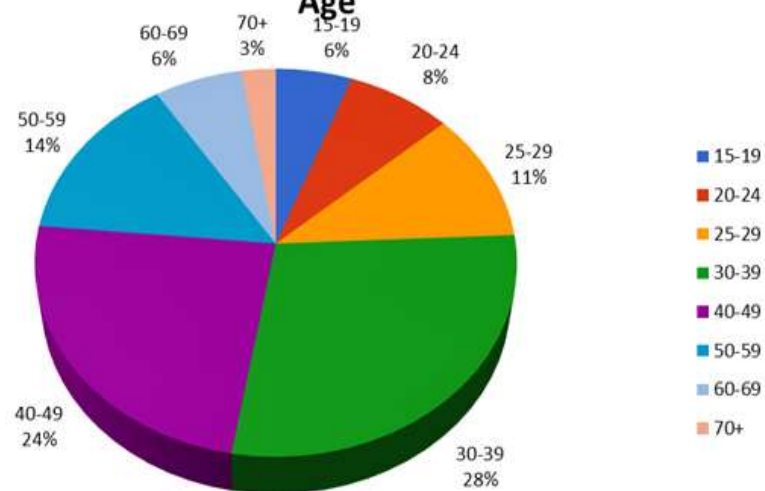
### Gender



### Country of origin



### Age

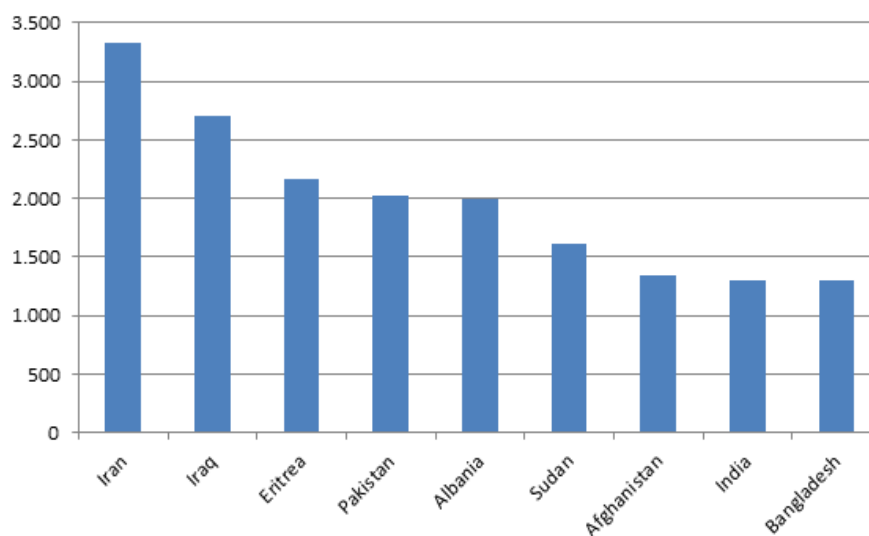
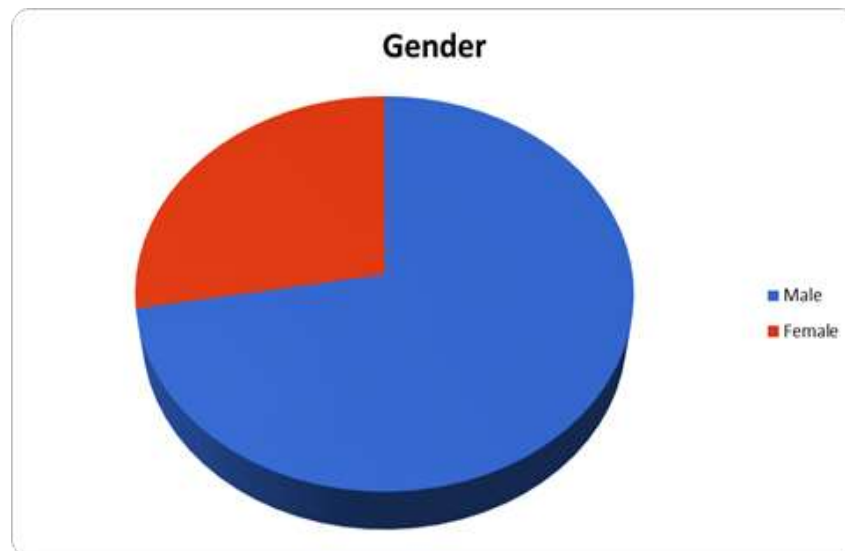


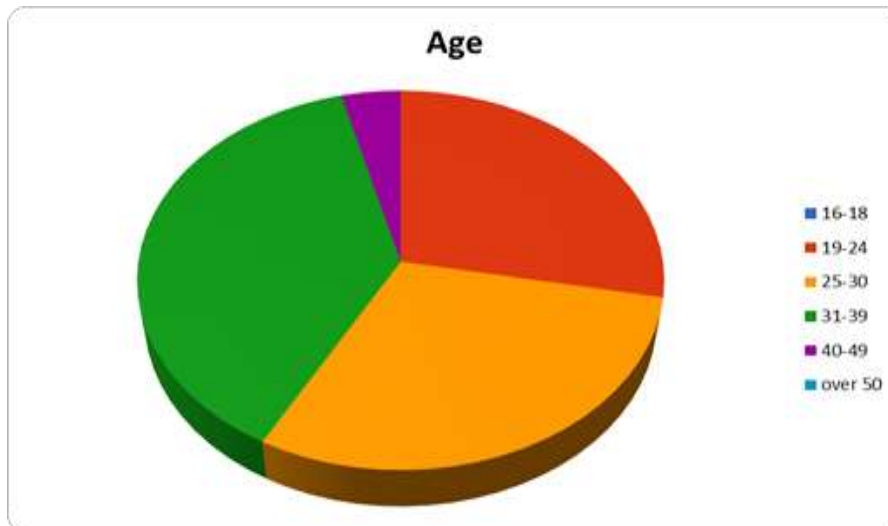
Source: National Institute for Statistics (ISTAT)

[http://dati.istat.it/Index.aspx?DataSetCode=DCIS\\_POPSTRES1](http://dati.istat.it/Index.aspx?DataSetCode=DCIS_POPSTRES1)

## United Kingdom

According to the data provided by the Refugee Council, the number of asylum applications made in the UK in 2018 were 9% higher than in 2017. The trend has been changing through the years as applications dropped significantly from 2009 to 2010, while there was an upward trend from 2011 to 2015 which reversed in 2016 and 2017. In 2018 there was a significant increase in the number of applicants from Eritrea, Albania and Iran and a significant decrease for Bangladesh compared with 2017, although this country has been among the top country of origin together with Eritrea, Iran, Pakistan and Afghanistan over the past 7 years. The great majority of applications in 2018 came from people of Iranian (3,327) and Iraqi (2,697) nationality. Most of the migrants arrived in the UK in 2018 are in their 20s and 30s, while only a small minority were under 18 years old. However, the number of unaccompanied children asking for asylum in the UK has seen a 20% increase in 2018 compared to 2017. As for the gender, in the UK, men represent the great majority of migrants.





Source: Refugee Council, "Asylum Statistics Annual Trends", February 2019  
[https://www.refugeecouncil.org.uk/wp-content/uploads/2019/04/Asylum\\_Statistics\\_Annual\\_Trends\\_Mar\\_2019.pdf](https://www.refugeecouncil.org.uk/wp-content/uploads/2019/04/Asylum_Statistics_Annual_Trends_Mar_2019.pdf)

## France

The information concerning refugees and migrants in France is not complete. The main reason is that the statistical overview of the migrant population in France has not been updated since 2013. The French Member of Parliament Aurelian Taché explained the causes in his report elaborated for the Prime Minister (Source: <http://aurelientache.fr/wp-content/uploads/2018/02/72-propositions-pour-lint%C3%A9gration.pdf>):

- Public services collect the data on nationality of birth or date of entry into France only when they have an impact on the public service concerned (for example, length of residence required for the payment of a social benefit).
- Researchers and statisticians already pointed out the lack of public data available for statistical processing. Moreover, there is no common methodology for all surveys.
- The legal framework for the collection and processing of individuals' data sets strict limits. Even if, in addition to the prefectures, the police and the judiciary, INSEE (National Institute for Statistics and Economic Studies) and INED (The National Institute of Demographic Studies) that have access to AGDREF (application for the management of the foreigners files in France), anonymised data, other jurisdictions can access the register as Social Security and the Job Centre (Pôle Emploi).

Few Surveys conducted in France:

- Trajectories et origins (TeO) in 2008, by INSEE and INED - the long term integration paths were examined.
- ELIPA realised in 2011 by the Directorate General for Foreign Nationals in France (DGEF) of the Ministry of Interior- the new ELIPA 2 will be released later in 2019.

- The continuous survey of the INSEE since 1950 but it takes into account only the criteria of nationality and not the date of arrival of persons.

However, we could have gathered some statistical information about CIR (Republican Contract of Integration) signatories and asylum seekers, from different resources such as [OFII](#) (French Office of Immigration and Integration), the government and the Aurelian Taché's report of the immigrant situation in France in 2017.

In 2017, 250'000 residence permit applications were considered in France. This number refers to the "extraordinary" immigration, due to humanitarian crises. If we put together the extraordinary immigration and ordinary immigration (family, students or professional reasons of migration) the number of permit residence issued is 262 ' 000 for 2017 and 3,3% more in 2018. This number, in 2017 includes 40 ' 000 residence permits for humanitarian reasons and 220,000 for other reasons (family, student or professional). It is important to underline that only half of this number represents the persons who applied and were issued with the long stay residence permit, which means that they signed the CIR.

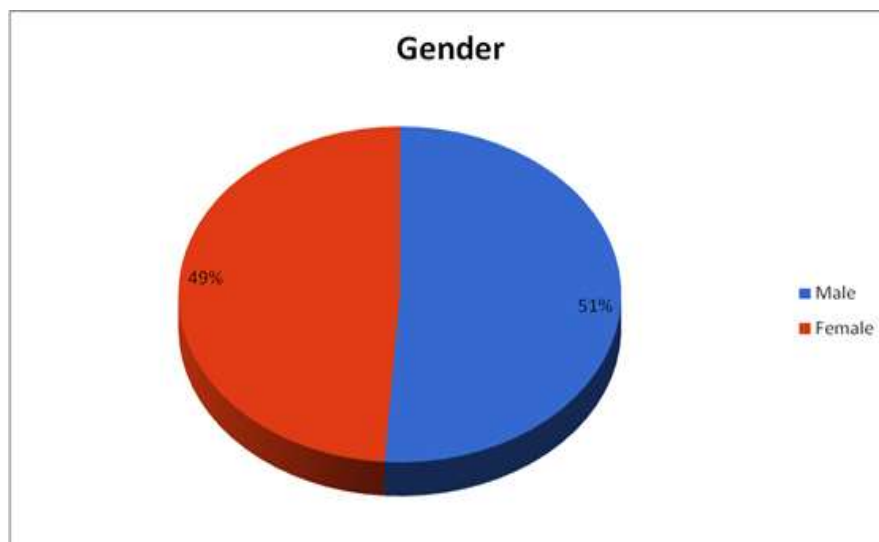
### **Signatory CIR (Republican integration contract) 2017**

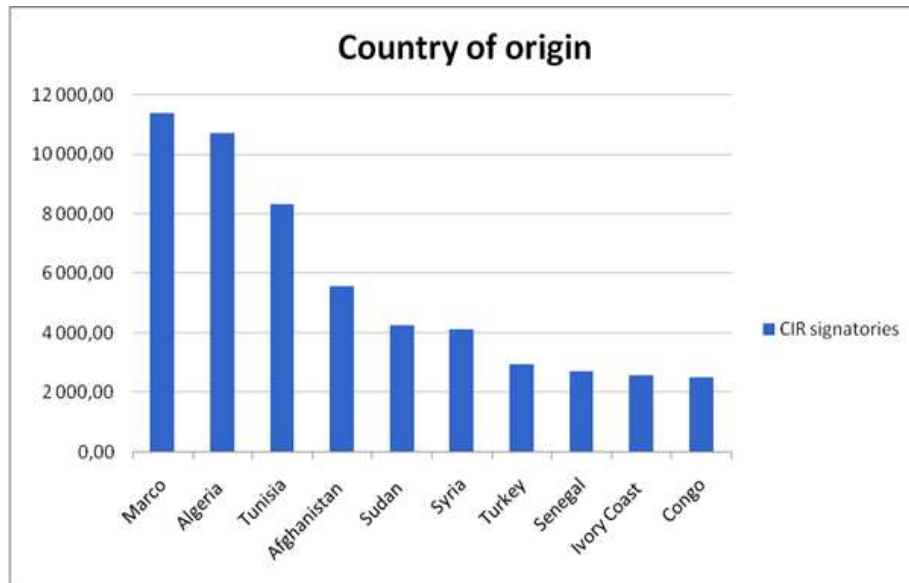
**Number of CIR signatories:** 103'184

**Male:** 51%

**Average age:** 34

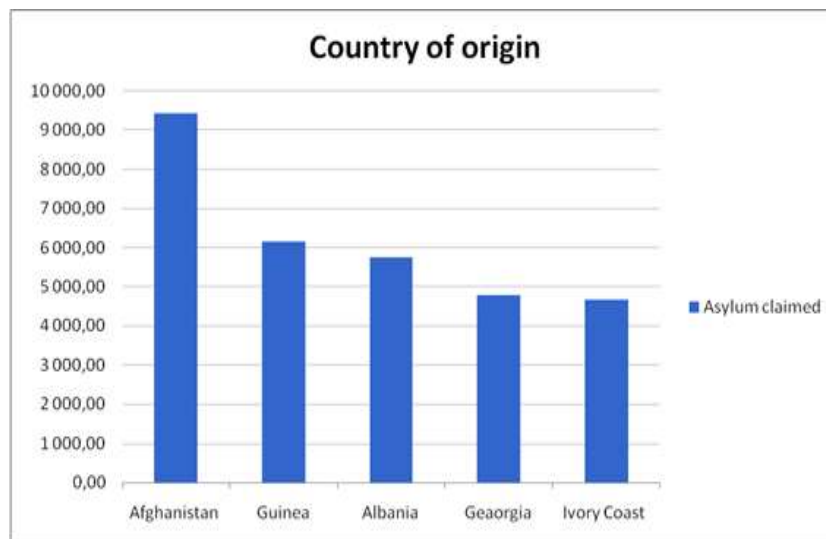
**The Reason of migration:** Familial (61%), Asylum (30%), Economic (22,4%), Others (41,1%)





### Asylum Seekers 2018

**Asylum claimed 122'743 (21% more than in 2017).**



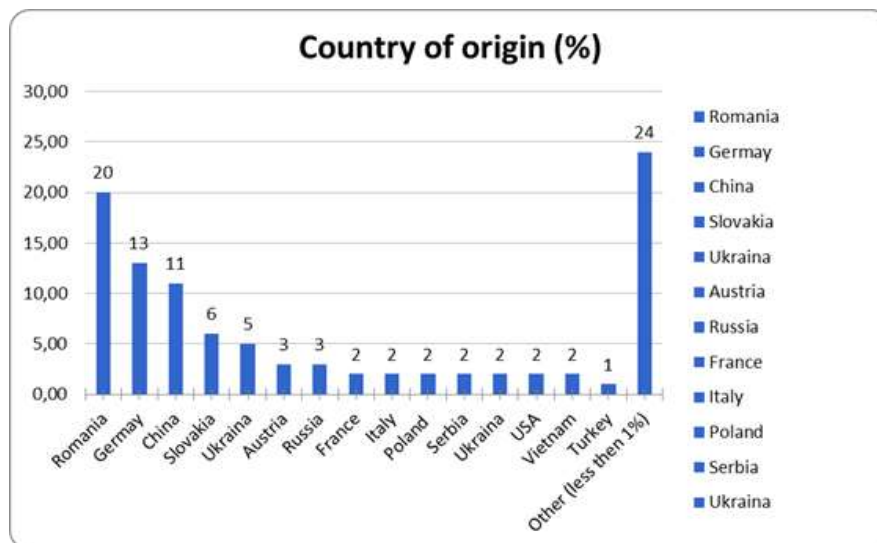
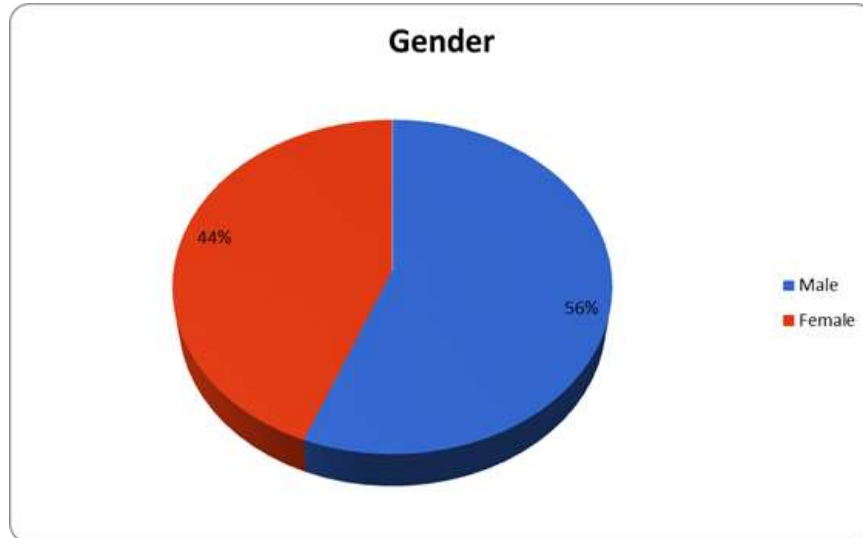
Source: Immigration, asile, accueil et accompagnement des étrangers en France, Ministère de l'Intérieur, "Chiffres clés", <https://www.immigration.interieur.gouv.fr/Info-ressources/Etudes-et-statistiques/Statistiques/Essentiel-de-l-immigration/Chiffres-cles>

### Hungary

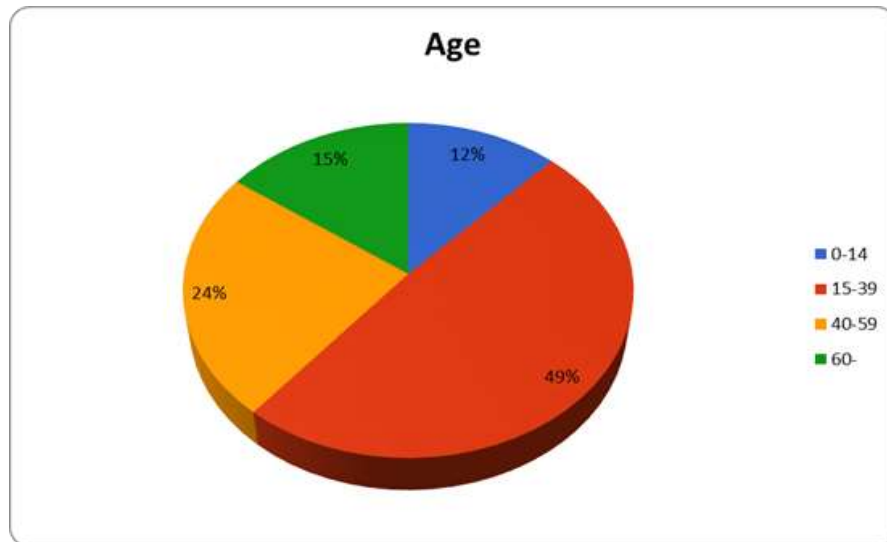
Hungary functions as a transit, destination and source country of both regular and irregular migration. Its relative prosperity and membership to the EU act as pull factors for migrants from neighbouring countries trying to enter the EU. The immigration flow into Hungary has viewed a sharp decrease since 2016 and the number of asylum applications has been steadily decreasing over the years. The majority of migrants arrived in Hungary in 2018 came from European countries: Romania (20%) and Germany (13%); a significant percentage of migrants coming from China was also recorded in 2018 (11%). In the last quarter of 2018, 50% of the asylum applications



in Hungary came from Afghan citizens, 25% from Iraqis, followed by Pakistanis (5%) and Somalis (5%). 49% of the migrants in Hungary belong to different age groups ranging from 15 to 39 years old. Of the total number of foreign residents living in Hungary, 56% are men, and 44% are women.







Source: Eurostat, "Asylum Quarterly Report"

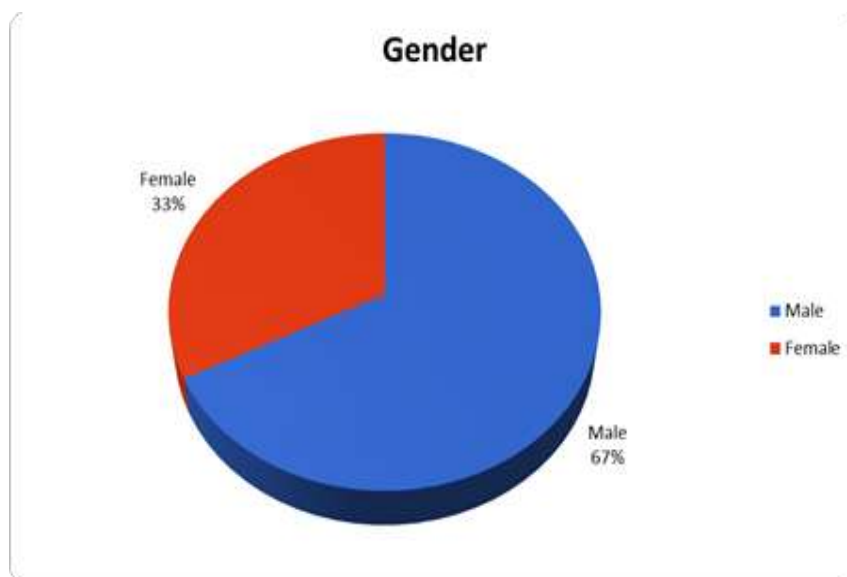
[https://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum\\_quarterly\\_report#Main\\_trends\\_in\\_the\\_numbers\\_of\\_asylum\\_applicants](https://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum_quarterly_report#Main_trends_in_the_numbers_of_asylum_applicants);

IOM, "Migration Issues in Hungary"

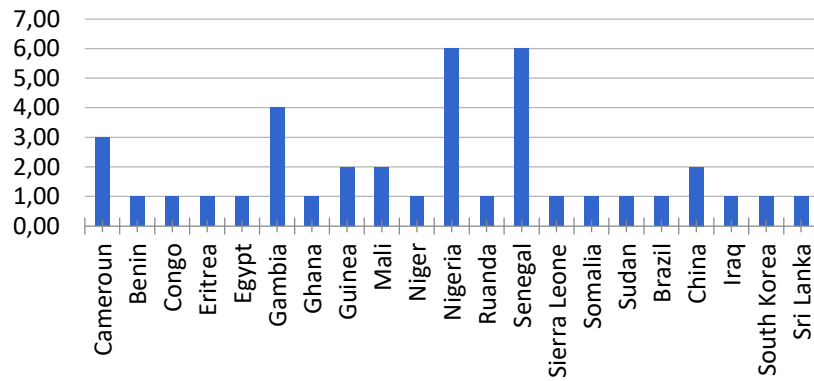
<http://www.iom.hu/migration-issues-hungary>

## Profile of refugees and migrants interviewed in each country

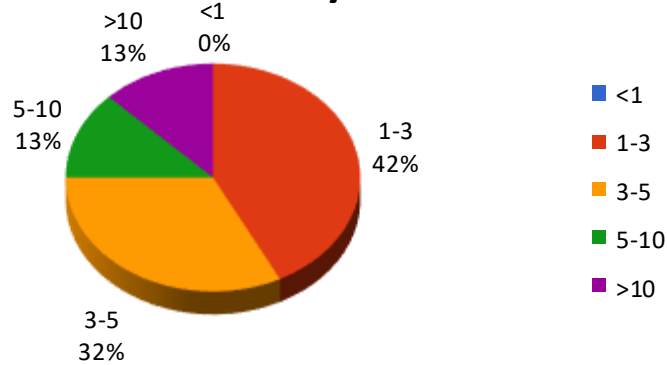
### Italy



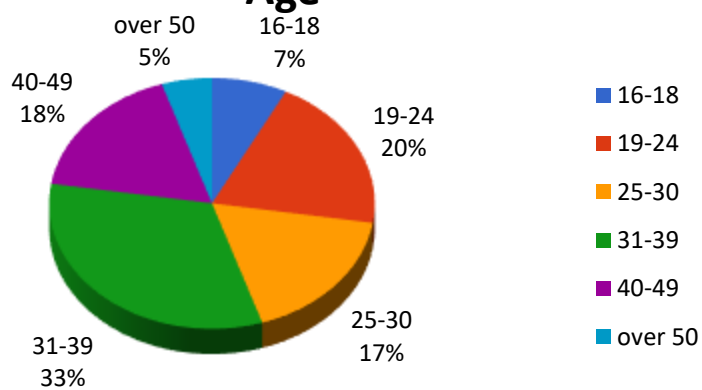
### Country of origin



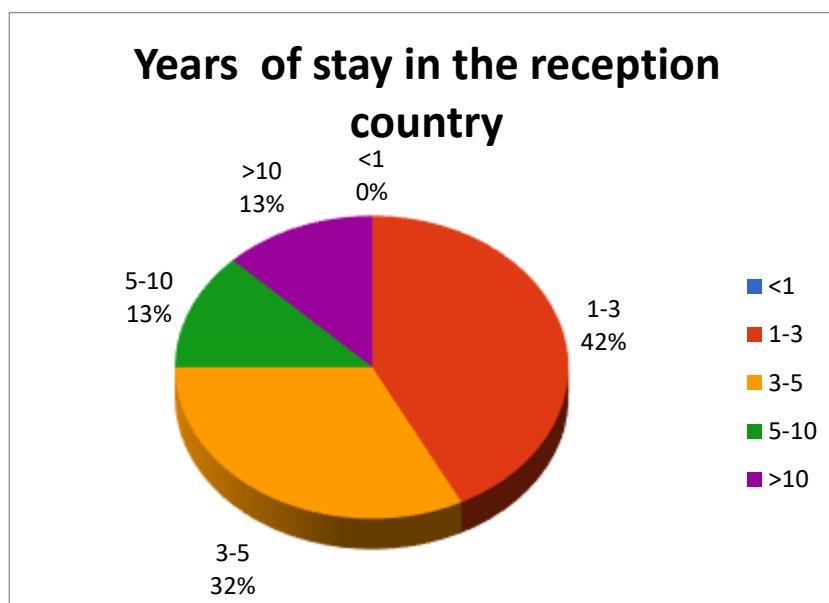
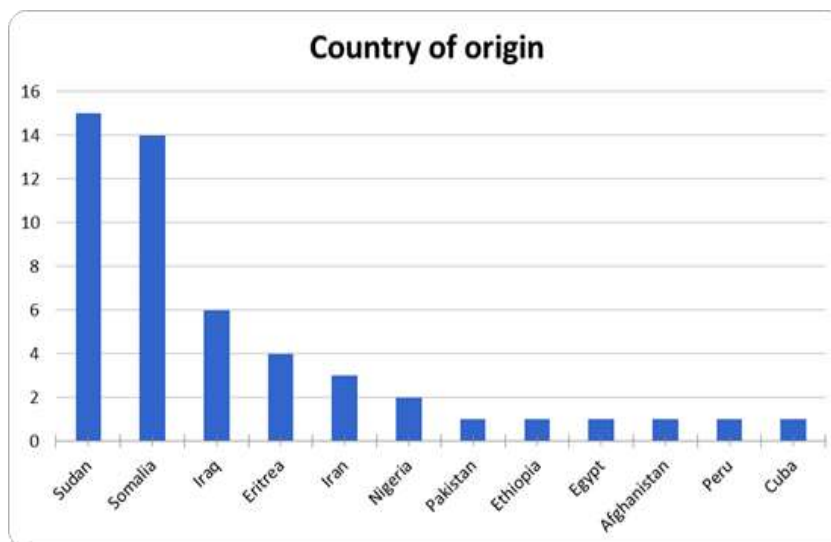
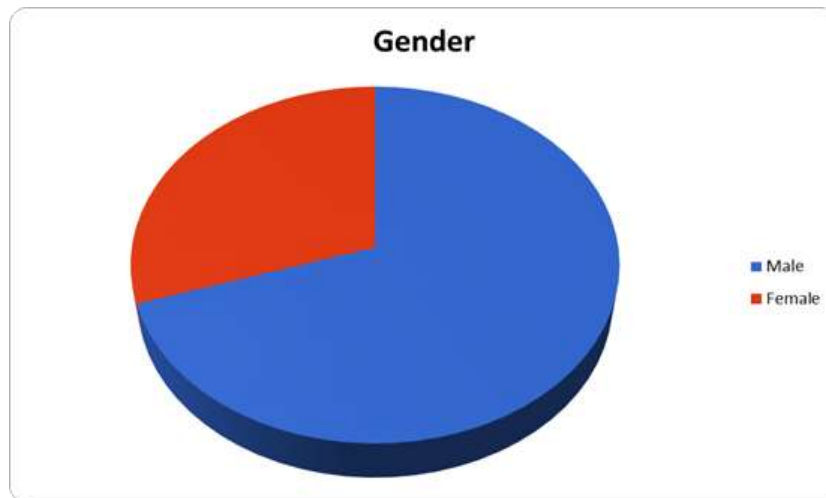
### Years of stay in the reception country



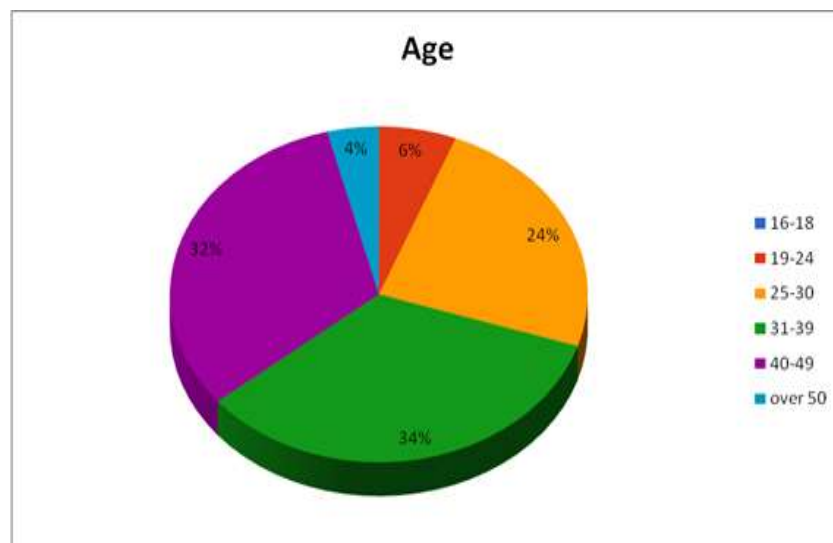
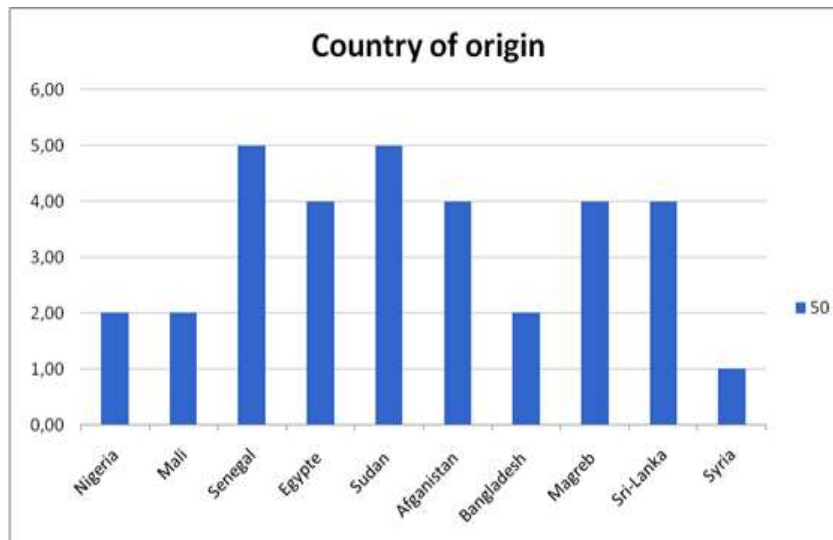
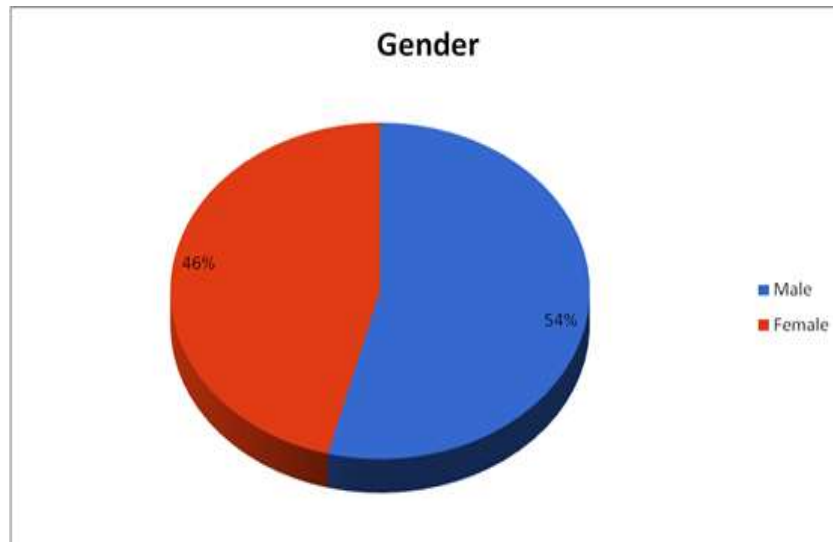
### Age



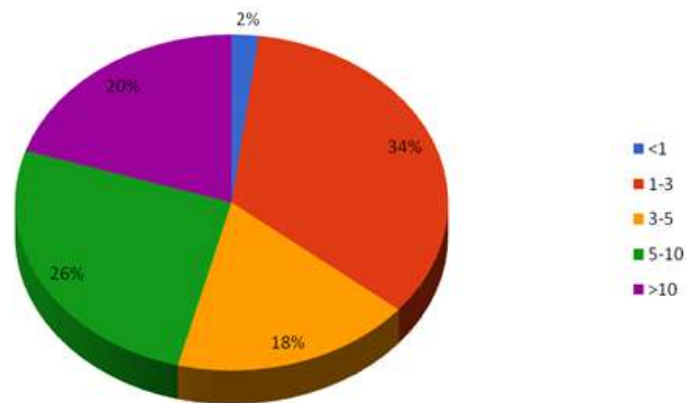
## United Kingdom



## France

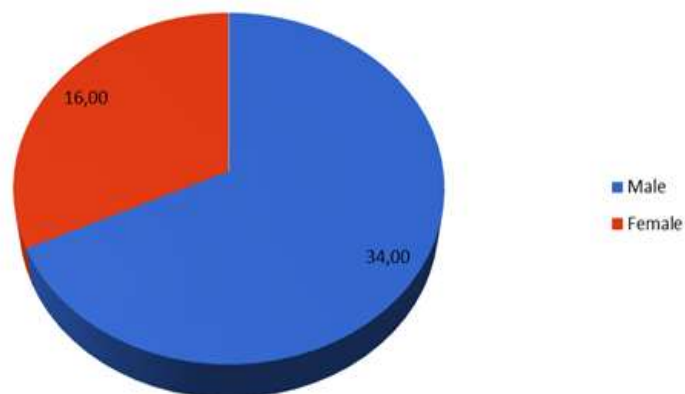


Years of stay in the reception country

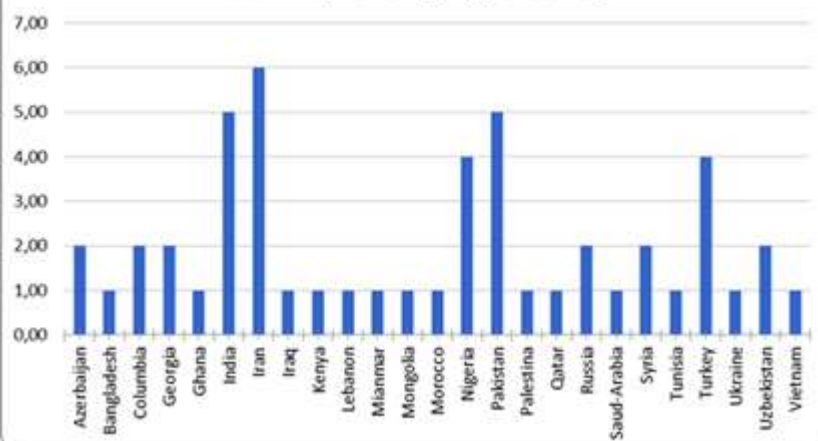


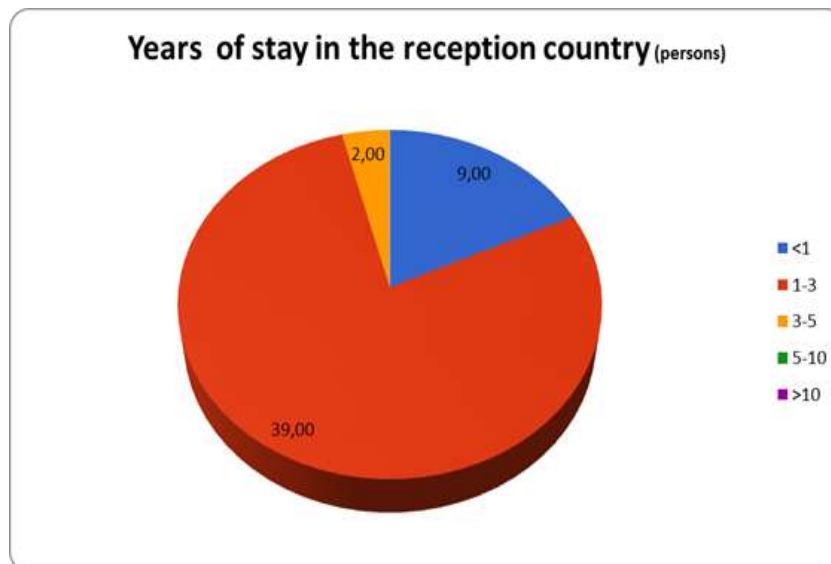
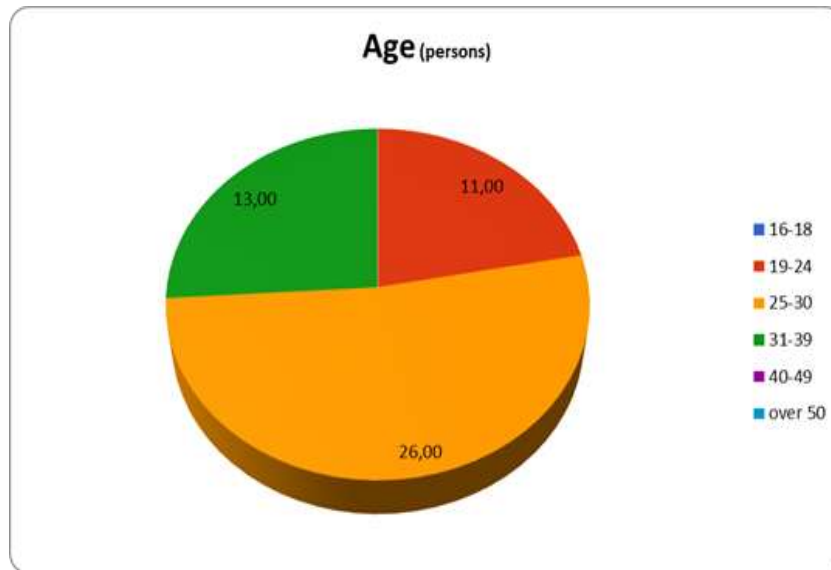
## Hungary

Gender (persons)



Country of origin (persons)





## Education and job experiences of refugees and migrants in the country of origin

There is no accessible information about education and job experiences of refugees and migrants in their countries of origin. All partners have pointed it out in their country reports.

## Education and job experiences of refugees and migrants interviewed in the country of origin

Education systems worldwide are sensitively different, thus partners have chosen to refer to general categories as to uniform data. These general education levels are close to but not reflect exactly the ISCED (International Standard Classification of Education), identifying five main

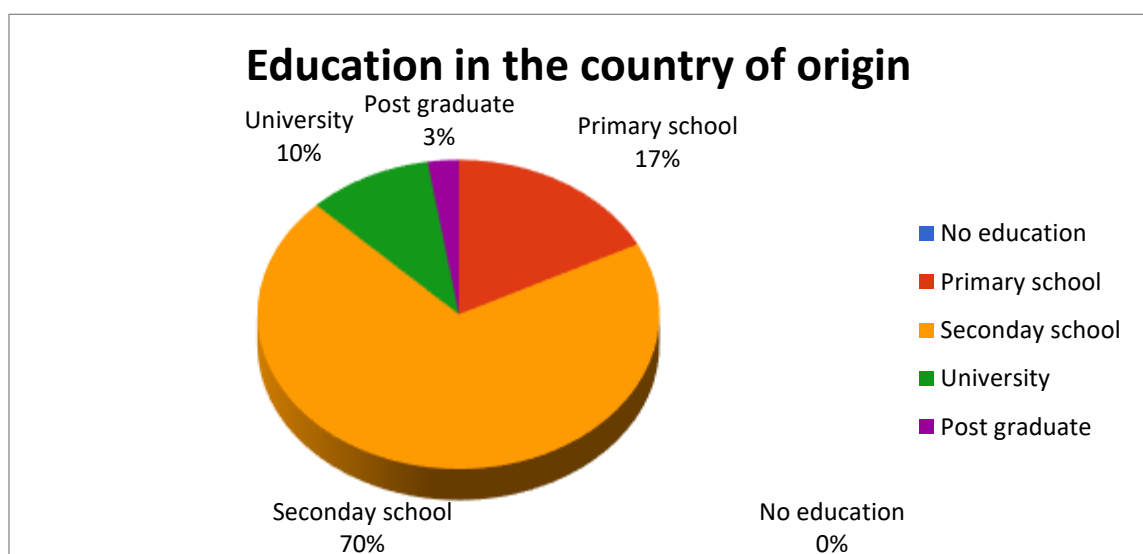
educational stages: no education, primary school, secondary school, university and post-graduate courses.

Data speak of a consistent group of people whose higher level is a secondary school in Italy, France and the United, being dominant in the first of these countries (70%). On the contrary, Hungary registers a smaller percentage (16%) of people who stopped their educational path at secondary school. This is due to the fact that interviewed in Hungary do not reflect the migrant community, as they were mainly students who are studying in the country. Considering they have often already studied in other countries apart from their country of origin and many already have university degrees, their education is on a higher level than that of the entire immigrant population in Hungary.

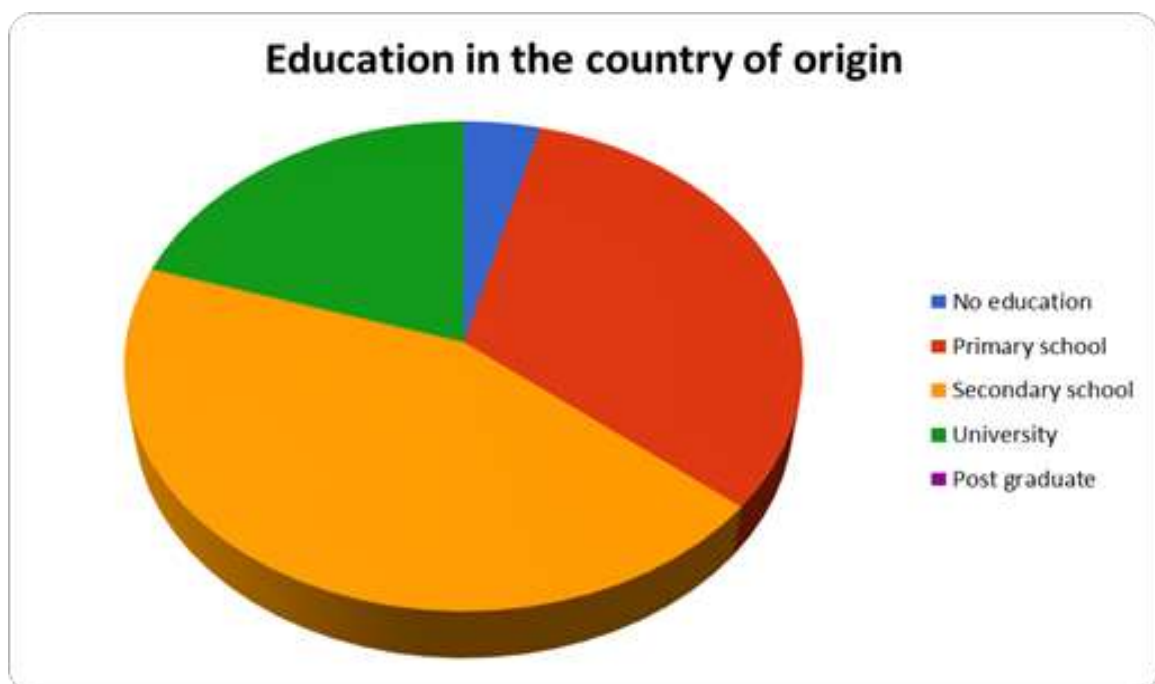
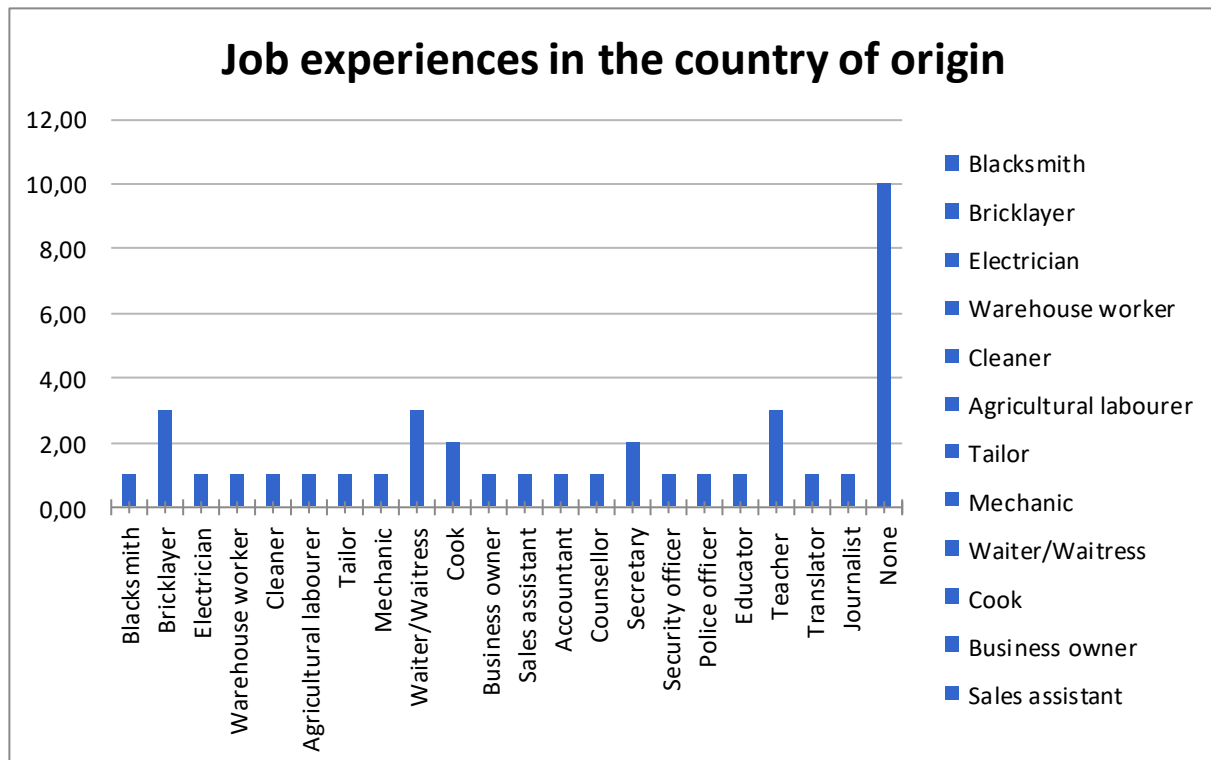
Around one-fifth of the interviewed migrants and refugees did not proceed with further studies after primary school in all countries, made the exception of Hungary (for the reasons explained above). People who enrolled in a University course and graduated are numerous in France and Hungary, whereas they represent 1/5 of the survey's participant in the UK and only 1/10 in Italy. In France, there is also 10% of persons that pursued post-graduate studies, and just 3% in Italy.

As for job experiences in the country of origin, data tell that precendently unemployed form a small group in Hungary and quite larger groups in France and Italy, whereas there were no jobless in the United Kingdom. The highest number of people who used to work in highly qualified sectors refers, as we might expect, to Hungary, but France also registered a great number of persons who have precendently done jobs that require high qualifications. This number substantially drops down in the UK and in Italy. These two countries with a broader percentage of people who had got less qualified jobs in their countries of origin, while there is only a small number in France and no one in Hungary.

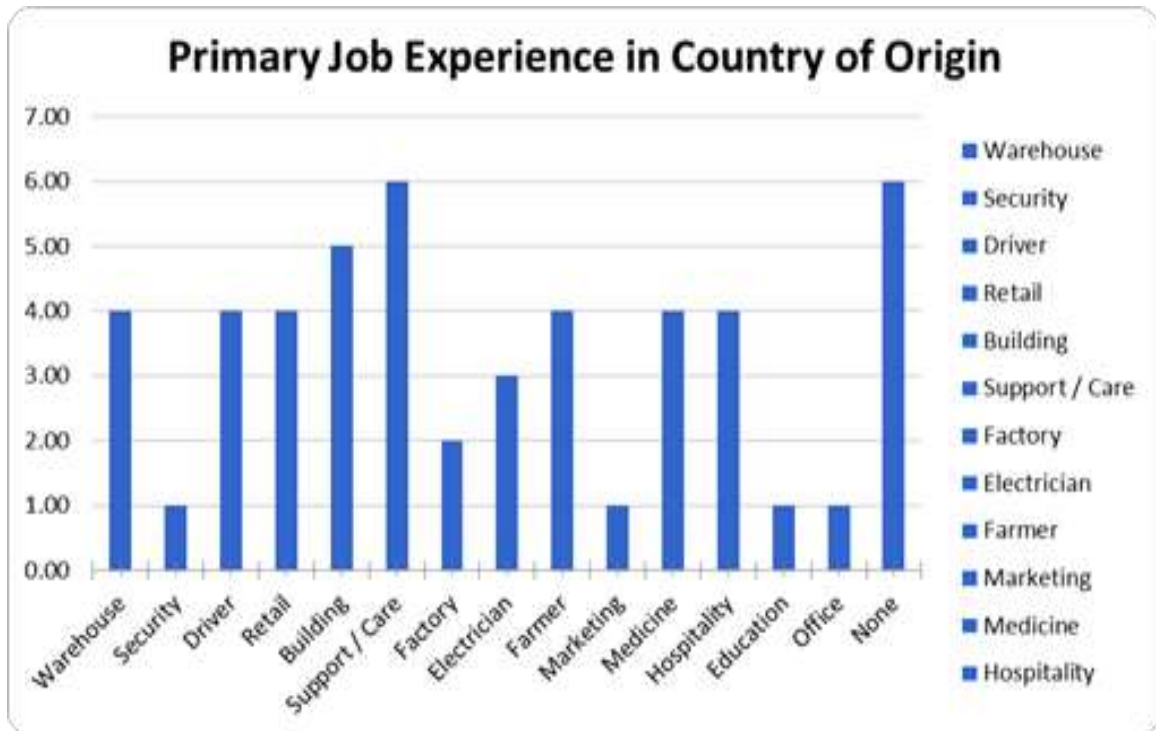
## Italy



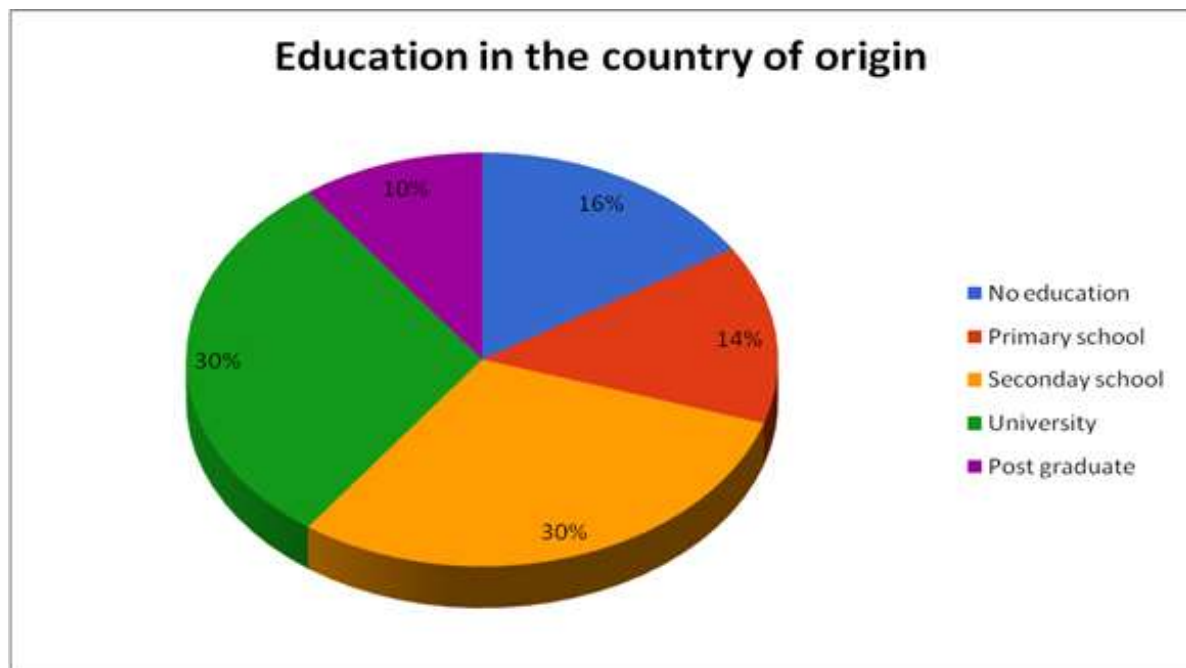
## United Kingdom

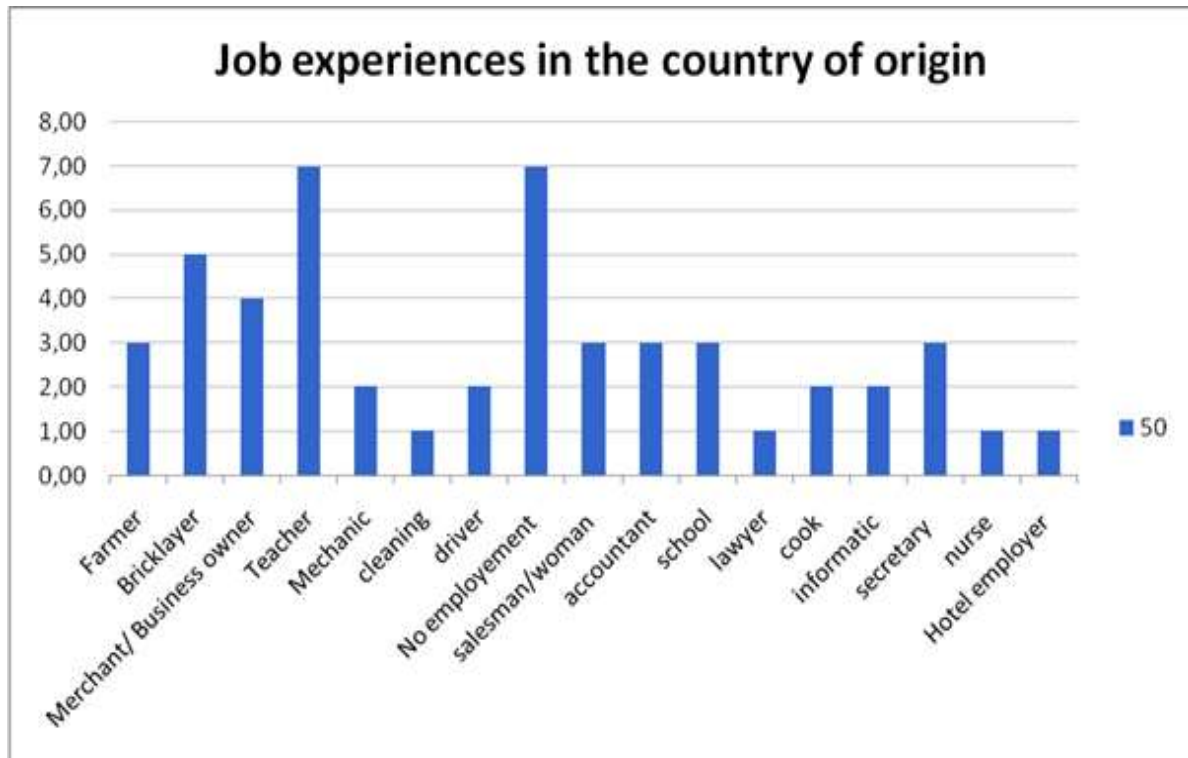




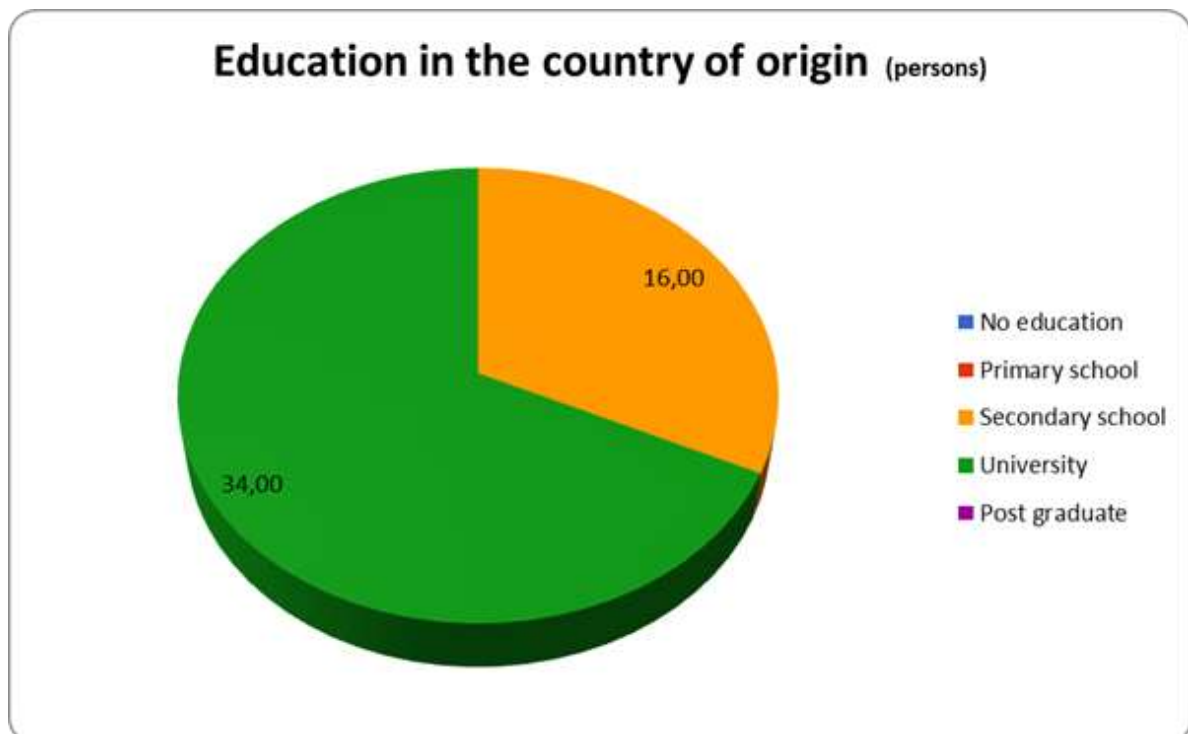


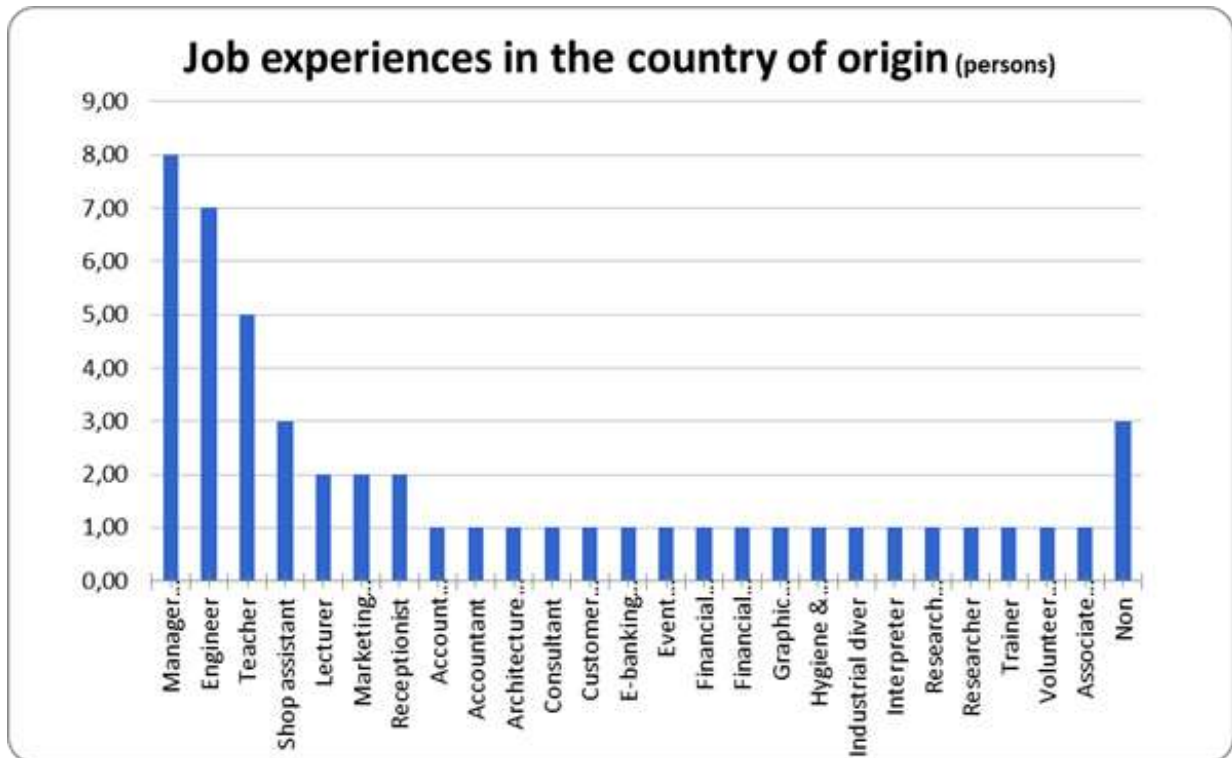
## France





## Hungary





### Formal, non-formal and informal education

Migrants participating in the REValUE enquiry across the 4 partners' countries who have received formal education are numerous. In each country, the largest group was formed by people who went through Secondary Education and did not proceed to further education. However, there are differences between the countries' education systems for what concerns acknowledgement of diploma obtained in the host counties. For instance, the majority of secondary education diplomas of interviewed people are recognized in France, whereas in Italy most of the migrants who received secondary education in their country of origin have to go through the home (lower) secondary education to get a valid title enhancing their job opportunities. The rate of graduated people among participants in the interviews is quite low, apart from Hungary where people interviewed were mainly foreign students in higher education.

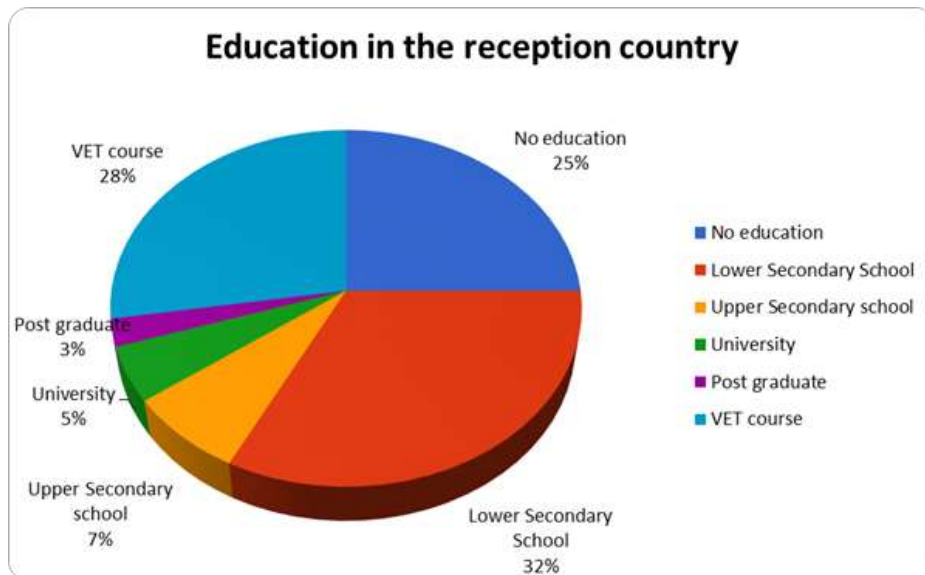
Non-formal education primarily takes the form of VET courses, especially language courses which respond to a primary need for migrants in all the countries. Thus, non-formal education most often is something migrants experienced in the host country. In France, as well as in Italy, language courses are provided by Third Sector associations and led by either qualified teachers or volunteers. Usually, this learning does not result in a formal diploma, but most often in a certificate issued by the hosting association/organisation. In addition, in France, such diplomas are recognised only once the migrants have passed the DELF or TCF exams.

However, a great number of participants, especially those who dropped out from education early and did mostly manual jobs in their countries of origin, were introduced to their professions in a

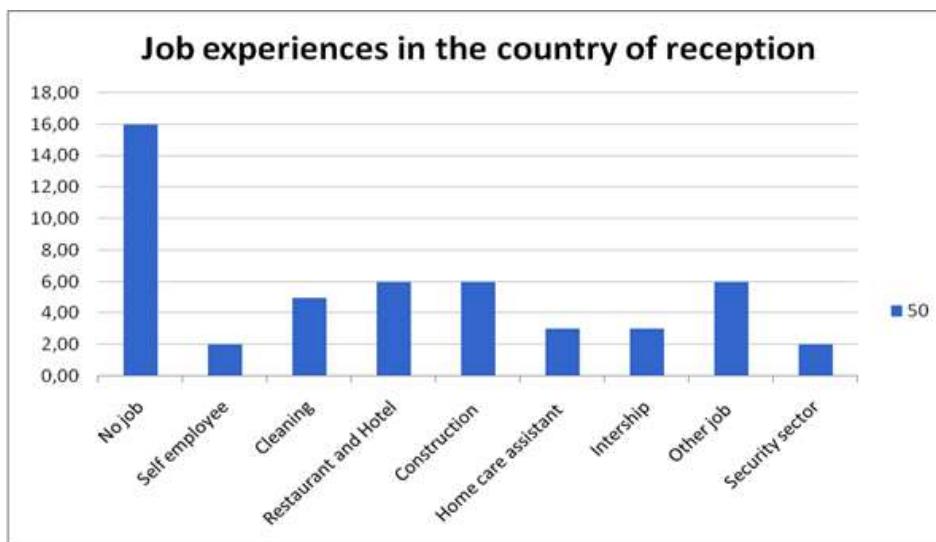
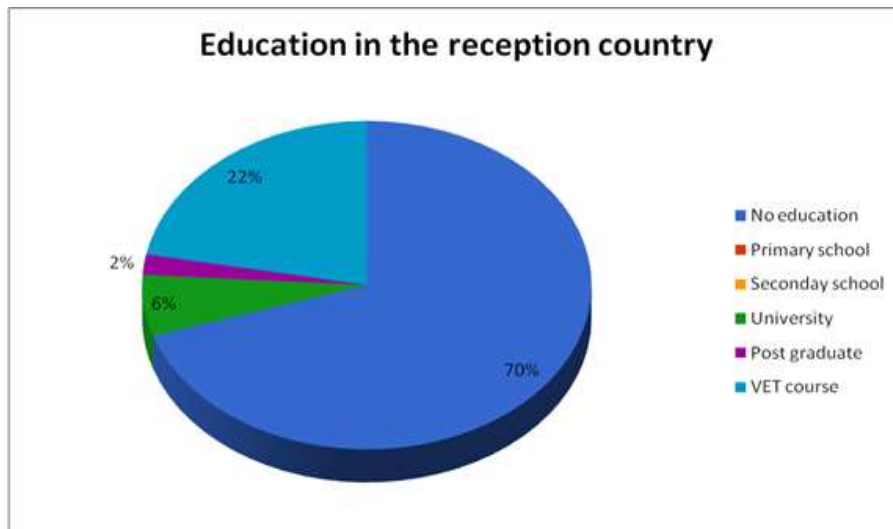
“learning-by-doing” modality, meaning that they received no formal training (i.e. internships, traineeships, etc.) before actually being professionals. Another form of non-formal and informal training widespread among the interviewed migrants in the UK, Italy and France lies on their experience of help in family farms or other small businesses, childcare and other house-related tasks. Moreover, in France there is a device called the *Validation of experience*: it helps migrants and other categories of people to validate their experience even if they have no diploma, but it is essential that the experience can be proven.

## Education, job experiences and level of knowledge of the host country’s language

### Italy



## France



### Job experience in the host countries

Partners have found it difficult to encounter official national statistics and/or information about job experiences of migrants in their countries. Apart from the Italian INPS's *Report on migrant workers*, there is no document made available to draw a general outline of the labour situation of newcomers in the countries involved in the survey. Therefore, the partners decided to tailor their contribution to the data gathered by interviewing the REValUE participants.

A general feature that can be grasped from the country reports is that refugees always go through an initial period of inactivity because they are prevented from working before getting a relevant permit. Around one-third of the interviewed migrants/refugees in France and in Italy find themselves as still unemployed at the time of the enquiry. Many of those who are employed, in the aforementioned countries as well as in the UK, the presence of migrant workers is dominant in

low-skilled, manual occupations. A different trend can be noticed in Hungary, where the proportion of highly qualified occupations among immigrants is very high, especially if compared to the domestic distribution of high-skilled jobs.

Another common characteristic is the relatively high number of different jobs done by those who have already accessed the labour market. Among these groups, the most receptive work sectors are cleaning services, food and hospitality services and, specifically concerning the Italian case, homecare and healthcare assistance. In relation to this latter point, data appears in line with national trends, according to which domestic work is a catchment area for migrants where they are able to be employed with relative continuity. In fact, 75% of the overall national domestic employees are foreign citizens. Furthermore, female workers in this sector are predominant (88,1%). Finally, the UK register the predominance of low-wage employment amongst refugees as a phenomenon not restricted to the participants in the program: the overwhelming majority of refugees entering the labour market do so at a level below that which they previously worked in.

### **The main training needs of refugees and migrants in the host country**

The commonly-perceived most urgent need of refugees and migrants looking to foster their integration in the host societies of France, Hungary, Italy and the United Kingdom is learning and mastering the national language. Nevertheless, migrants are often perceived by institutions and public opinion as demanding sole primary needs (food, housing, etc.). This approach embeds the risk of overlooking the so-called “cultural and training needs”. Such necessities are present at each stage of the migratory experience and profoundly influence its development and success, accordingly to whether or not they will find satisfactory responses. In the UK, the Government takes charge of migrants’ and refugees’ language training and has announced numerous strategies over the last five years providing them with basic levels of English. Differently, in France and Italy, this service is chiefly covered by organisations and associations accompanying refugees to employment, whereas there is no information available from Hungary about the provision of language courses. In general, training and cultural needs of migrants can be summarised as follows:

- overcoming cultural barriers and, at the same time, preserving one’s own culture, promoting and turning it into a resource;
- knowing the national language in its different aspects;
- feeling as active subjects of the host country’s economic and social life;
- knowing the Italian language at different complexity levels, according to each one’s education level and needs;
- accessing services and support available to them;
- reaching the most possible overall information: about the host country, about possibilities of stay and the modalities of permits.

Certainly, migrants have specific needs linked to the difficult socio-economic situation they are facing. These features should be taken into account when designing and realizing any training initiative. In particular:



- The situation of particular economic disadvantage lived by the majority of immigrants (problems with housing and work conditions, lack of citizenship rights, problems with permits);
- The compression of most of the migrants into less prestigious labour sectors, usually getting lower-qualified jobs;
- The need to have their qualifications acknowledged and to receive training that could be equally useful for an eventual return to the home country;
- The linguistic differences and the acknowledgement that they belong to highly different cultures, that imply different views about relationships with teachers and the labour market, and different educational and training practices themselves.<sup>13</sup>

Additionally, FISPE has highlighted that, in France, it seems that training offered does not take into account skills already held by refugees, producing professional downgrading for the highly qualified migrants and a professional change for the less qualified. Therefore, the French government published, in summer 2018, the new national strategy for the integration of migrants<sup>14</sup>. They set out the three axes to base intervention on:

- 1) Strengthening Language Training;
- 2) Valuing the diplomas and skills of refugees;
- 3) Accompanying refugees specifically to employment by mobilizing the public employment service and employers.

### **Operators' perceptions on the main training needs of refugees and migrants interviewed**

- Learning and mastering the national language
- Sector/role specific employment training
- Information about the functioning of the national labour market
- Job search knowledge and skills (writing a CV, understanding and making use of different channels of job search e.g. advertisement, networking, direct marketing, etc.)
- Preparing for the job interview
- Internship programs: benefits, where to find the calls, how to apply
- Acknowledgement of home qualifications
- VET training for highly-qualified people
- Easier access to University studies
- Contrast employers' prejudices about foreigners (especially advised in Hungary)
- Getting a residence (primary means of employability; need specifically advised in Italy)

<sup>13</sup> Tagliavia A., *Il lavoro e la formazione degli immigrati nei processi di globalizzazione economica e culturale: la situazione italiana*, Tesi di Laurea in Scienze dell'educazione, Facoltà di Scienze della Formazione, Università degli Studi Roma Tre, a.a. 2003-2004, Relatore Prof. M. Fiorucci.

<sup>14</sup> <https://www.gouvernement.fr/strategie-nationale-pour-l-accueil-et-l-integration-des-personnes-refugiees-l-acces-au-logement>, last accessed 21/05/2019.

## An analysis of the career plans: desired jobs and real opportunities

An emergent feature from interviews and career plans conducted with refugees and migrants in the different countries is that third country citizens have generally no concrete vision of their careers in the new country, made an exception of Hungary. In this case, the information is biased by the fact that people interviewed were exclusively economic migrants or foreigners who reached the country for study purposes. Interviewees in Hungary are looking for job opportunities in a number of high-level sectors such as engineering position in multinational companies (food industry, general engineering, IT), marketing researcher, university researcher and lecturer, client manager, translator-interpreter, online mathematics teacher, receptionist, HR management, sales and tourism, media, and so on. As it came out from the interviews, they have set their career goals according to their qualifications. In fact, most of them obtained graduate degrees in various fields: finance, IT, communication and media sciences, tourism, general engineering, food and electrical engineering, management and administration, translation and graphic design due to that fact that they have not much work experience, a paid trainee position appears in most of the refugees' short term plans, mostly in one of the multinational companies with out-branches in Budapest (in most cases they were able to name these, mentioning TATA Consulting, Bosch, Morgan and Stanley, KPMG, and others). Some were able to get employed as trainees in their own profession during the program. Another possibility which in their opinion presents a realistic opportunity to gain work experience, is volunteer work at an NGO related to their language skills or interest, for instance, language teaching, translating, charity work at a religious community or the Red Cross. Many of them are currently doing such or similar work in a civil organisation, most often in large international organisations, where there is no imperative need for speaking Hungarian.

As a matter of fact, language competencies is the most important challenge that refugees and migrants have to face to be able to join the national labour market in all the 4 countries. Many of them still lack a sufficient level that would enable them to access more qualified jobs. Meanwhile, they need to take on any available job to get a salary to live off. In the light of these findings, FISPE has spotted three main categories to ascribe interviewed people for France: jobs done by necessity, the really-desired jobs for the highly qualified migrants, the really-desired jobs for less qualified migrants. Within the first group, they gathered cleaning, construction, restoration, home care assistance which represent the most easily obtainable jobs. By the way, these appear as a temporary occupation to be quit for a better job both for high and less qualified people. The former aspire to become engineers, informatics, accounting officers, entrepreneurship, teachers, art professionals (music, decoration); the latter see themselves as occupied in mechanics, commerce, restoration, construction and nursing. However, there is a barrier to this escalation which related to the administration: if refugees and migrants are in the process of regularization they have no right to work (i.e. asylum seekers can work only 6-9 months after applying for asylum).



In Italy, the hospitality sector seems to represent a pool for the working needs of refugees. This sector is partly due to the fact that this field has suffered less from the stagnation of the economic crisis of the last few years, especially in cities. In accordance with them, we find the hypothesis of going through such a career path as realistically viable for migrants and refugees. Moreover, this is likely to be a sector in which companies are willing to activate vacancies for internships and stages. In addition, a number of training opportunities are offered by organizations in partnership with professionals (though these are mainly addressed to minors and youngsters). Another specific feature is that many girls are oriented towards job opportunities in caregiving and/or domestic assistance, being extremely common for Italian families to hire someone who helps in house chores or in looking after children and elders. However, degree holders are the ones who most find their expectations unmet as they aspire to work in fields they have gained consistent theoretical knowledge and, in some cases, already gathered practical experiences in. Additionally, they find themselves stuck at the moment of looking for a temporary occupation: among them, only two persons have had work experience in fields other than those that have been trained for. Those who aim to do social jobs are aware to be highly dependant on short-term contracts and that such occupations can hardly be reliable as the only source of sustinment, so they expressed their will to do any other temporary jobs in the meanwhile.

Finally, in the UK they have found out that people interviewed are living a situation of impasse showing little motivation to progress in their careers. The main interest was expressed in warehouse and factory work, whereas a smaller number of participants who expressed interest in long-term careers more closely related to the work that they did in their countries of origin (e.g. engineering and teaching). Although accessing these career paths in the UK is significantly more difficult than access entry-level employment, the Government, third sector organisations and the civil society are committed to raising their aspirations by increasing their awareness of the different career opportunities that are open to them and supporting them to take the steps to move towards jobs that pay at least the median salary for the country in which they have settled.

### **Operators' views on the difficulties of migrants and refugees during their path to social inclusion. What proposals to overcome difficulties?**

As it has been repeatedly pointed out throughout the report, the first and most important difficulty that migrants and refugees come across in the new country is the local language. That is the access road to social integration, as it is highlighted by operators that daily work with them in different countries. In the case of the United Kingdom, social workers found that poor command or lack of the English language is perceived as a primary issue by national agencies and NGOs more than it is by refugees and migrants themselves. Funding for English for speakers of other languages (ESOL) classes in the UK is sporadic and decided in an unregular manner dependent upon who is in government at any particular time. Moreover, ESOL classes available across the country are not homogeneously spread over its territory (for instance, while ESOL classes can usually be accessed for free in England, Scotland and Wales this is not the case in Northern Ireland). Informal ESOL provision is also delivered by small charities and local community groups,

therefore teaching sporadic and unevenly distributed across the UK with a focus on the larger cities, where it is often delivered by volunteers who may lack the necessary teaching qualifications. Also, the majority of these third-sector organisations are non-accredited and participants do not receive official certification for the classes and work they complete.

The need for accredited institutes that could issue acknowledged certificates is advised also in Italy which, especially in Rome, suffers from a shortage of accessible language courses, as they are mainly provided by charities and association most of the times on a volunteer basis. Additionally, operators who are in touch with migrants and refugees often see scarce investment by people in language training, either because they can easily find social workers speaking in their language in the refugee centres or because they are planning to move to another country as soon as they have the possibility. Another problem is that policies and practices for the conversion of degrees obtained in the home country are often not as workable as expected. In the Rome territory, there is currently only one institute (UNINETTUNO) accredited for acknowledgement of training credits resulting from previous, certified study paths. Moreover, funding from public institutes is still inconsistent compared to the number of international protection holders that are willing to proceed further in their studies.

Similarly, in France, the first barrier for the interviewed third-country nationals is the linguistic level. The required French level to access University is B2 and C1 for Master studies, while as to VET training the highest mandatory level is B1 according to the specific courses. The problem comes up if we consider that language courses of higher levels (B1, B2 and so forth) are less commonly offered by associations as that foreigners often find themselves cut out from linguistic training due to the high cost of private courses.

Lastly, the integration of migrants according to Hungarian operators is sometimes undermined by distrustful, rejecting social atmosphere exists in parallel with unprepared institutions and a closed labour market. A primary institutional task is to provide easy access for them to large public structures, services such as health care, education, the labour market, and cultural institutions. They need to have access to equal legal rights, which is still a process in progress, whereas more efforts are required in terms of intervention on the host society aimed at increasing social openness and trust. Acquiring the Hungarian language is also spotted as an essential part of the process. In order to achieve this, in the case of refugees, it is necessary to pay attention to their health conditions, to allow them to process the traumas they may have suffered, to initiate dialogue and mutual trust, and to provide an opportunity for as many encounters between natives and newcomers.

The British partners suggested that is urgent overcoming the issues around ESOL provision. This requires a strategic approach at a national level but is difficult to achieve as it is dependant on the will and aims of the central government. Some success can be had in a more localised context (for example the South West ESOL and Employability network) however such initiatives are limited in their scope and capacity.

Italian institutions should treat more seriously the issue of education of migrants and refugees, as the number of non-Italian citizens holding a degree (and even a diploma) is rapidly dropping down over the years. A good manner to face this concern would be to support initiatives, such as those promoted by UNINETTUNO, of scholarship offers for asylum seekers and international protection

holders, trying to enlarge bursaries available and fostering analogue resourcefulness. This applies not only for what concerns higher education but primarily and most urgently for language training and secondary education, where more cooperation is needed between the third sector bodies and institutions. A foot in this sense has been stepped in France, where some associations are looking for the partners in the private sector who want to collaborate by proposing an accessible price to migrants.

## **National, regional and local funds for the social inclusion of refugees and migrants in Italy, UK, France and Hungary**

### **Italy**

- The Asylum, Migration and Integration Fund (AMIF) was set up for the period 2014-20, with a total of EUR 3.137 billion for the seven years. It will promote the efficient management of migration flows and the implementation, strengthening and development of a common Union approach to asylum and immigration. This Fund will contribute to the achievement of four specific objectives:
  - o Asylum: strengthening and developing the Common European Asylum System by ensuring that EU legislation in this field is efficiently and uniformly applied;
  - o Legal migration and integration: supporting legal migration to EU States in line with the labour market needs and promoting the effective integration of non-EU nationals;
  - o Return: enhancing fair and effective return strategies, which contribute to combating irregular migration, with an emphasis on sustainability and effectiveness of the return process;
  - o Solidarity: making sure that EU States which are most affected by migration and asylum flows can count on solidarity from other EU States.
- The National Fund for Asylum Policies and Services (FNPSA) was instituted in 2002 (Law 189/2002, art. 32 c. 1 lett. b). It finances the Protection System for Asylum Seekers and Refugees (SPRAR), instituted through the same measure. The FNPSA provides fund locally to Institutions and organisations working on the social inclusion of migrants.
- The Department for Welfare Policies, Subsidiarity and Health manage and distributes funds received from the FNPSA at the Rome territory level.

### **United Kingdom**

There are no specific funds in the UK aimed purely at the social inclusion of refugees and migrants. The majority of NGO's and small third sector organisations gain their funding from large charitable who have more general philanthropic aims. Examples of these include The Esme Fairbairn Foundation (<https://esmefairbairn.org.uk/>) and The Joseph Rowntree Foundation (<https://www.jrf.org.uk/>).

Provision from the EU comes through the ERAMUS+ and AMIF schemes which organisations in the UK are able to bid into through the national agency. How these funding streams will be affected by the UK exiting the European Union has yet to be established.

## France

National programs – European funds:

- AMIF - Funds, Asylum, Migration and Integration, strengthening and development of the asylum system; Legal migration and integration of the migrants, support for the illegal migrants, solidarity)
- FSI - fonds sécurité intérieure – Funds interior security ( common politic for the visas, borders handling, prevention and struggling of crime and terrorism

National programs – French government:

- DIAIR – Call for project February 2019 FAI’R - Support the meeting and collaboration between young refugees and young French
- DGEF – General Direction of Foreign Nationals in France and, (DAAEN) - Direction of welcome, supporting of foreigners and nationality (supporting of newcomers in France)
- Regional/ department/Municipality :
- DDCS – Departmental Direction of Social Cohesion in Paris:
- Program 104- line 12: Action of supporting the migration in the legal situation (professional integration, French courses).
- DDCT – Direction of Democracy, Citizens and Territory - Politique de la Ville (state and Municipality) – to support migrants and other citizens who live in poor areas.

## Hungary

The AMIF-MMIA presented the biggest opportunity for applications for civil, governmental and church organizations working in the field of refugee assistance but the government stopped this EU funding a year ago so that projects and services financed from this fund have been suspended for more than half a year. There are a number of charity organizations for refugee assistance that have largely depended on such grants and have stopped their services. Thus, refugees do not have access to such basic integration services as counselling, housing support or labour market services. The integration aid previously provided to refugees has also been abolished, and their provisions have never been normatively based. Assisting organizations can, therefore, apply directly for EU funds, and the UNHCR supports the work of a few prominent NGOs. As a result of government measures (special taxation, stop of AMIF and criminalization of refugee assistance) the number and quality of services available in the area have decreased significantly.

Unlike in Western Europe, a tradition of private donations/charity does not exist in Hungary, thus civil society organizations cannot rely on such resources. Church organizations are in a somewhat better position, but their relationship with the state and the government is tighter, so they do not openly support the assistance of refugees, because they would thus confront government expectations, or their relationship with the otherwise generous government would deteriorate.

## Good practices in support of social inclusion of refugees and migrants in Italy, UK, France and Hungary

Social inclusion of migrants continue to be an issue of concern in the partner countries. Migrants and refugees are not well integrated into the economic and social context in which they live and face isolation, discrimination and limited access to the job market. However, projects to support migrants' inclusion have been implemented in partner countries through the use of national, regional and local funds or funding from charitable organizations (as it is the case for the UK). Below are some examples of good practices in the field of local language learning, self-employment and mentoring for migrants and refugees.

### Italy

The integration of refugees in the country has been mainly provided by the System for the Protection of Asylum Seekers and Refugees (SPRAR), now converted into Protection System for Refugees and Unaccompanied Minors (SIPROMI). The SIPROMI system is a publicly funded network of local authorities and NGOs which accommodates asylum seekers and beneficiaries of international protection. It is formed by small reception structures where assistance and integration services are provided through specific integration projects.

Each SIPROMI project must offer a number of services. These include cultural and linguistic mediation, accommodation, access to local services, language education and access to schools for minors, vocational training and traineeships, legal advice and health care. A SIPROMI project should also provide assistance in accessing the labour market, housing and social integration.

With specific regard to the social inclusion and integration of the beneficiaries, in 2016 the total SPRAR projects provided 282 207 support services. Out of these, 20.9 % were related to health assistance and support, followed by cultural mediation services (17 %), social assistance services (14.9 %), labour market insertion (10.5 %) and legal assistance (8.2 %).

### Good practices

1

#### Name

Certify your Italian. The language for social inclusion, job and citizenship

#### Objectives

To support the learning of Italian language as competence to facilitate the social inclusion process;

- To improve linguistic competences of young migrants, in particular of young women;
- To support the partnerships instituted and increase the collaboration between local bodies, NGOs, private organizations and schools;
- To achieve the specialized training addressed at teachers L2;
- To implement certification practice of Italian language L2 on the base of CEFR - Common European Framework of Reference for Languages: Learning, teaching, assessment standards.

## Participants

Migrants, refugees, asylum seekers, subsidiary protection beneficiaries.

## Reasons for setting up the project

All over Italy the number of migrants has increased in the last 4 years and to ease the integration and the social inclusion learning the Italian language is more than necessary. The number of migrants in Italy are more than 5.000,00 - 8% of the Total population. It is also necessary for creating new profiles and skills of teacher and mentor in order to help better migrants in reaching faster the autonomy and social inclusion.

## Funding

Public- IEF - Integration European Fund

## Description of the activities

I. Seminar on criticalities and strengths of the network starting from the monitoring of “Certifica 3”, open to the participation of directors and operators of schools, third sector associations, public administration.

II. Two specialistic training paths of 30 hours each, respectively based in Varese (1st level) and Milan (2nd level), aimed at preparing students for the DITALS certification issued by the Siena University for Foreigners. Courses were addressed to two groups of teachers (about 35 people each group) who were interested in refining their language teaching skills for the delivering of Italian as second language courses.

III. Course on education to citizenship for adults: priorities, strategies, materials.

1 meeting in Milan to look into and share the goals of the work (December 2011).

6 laboratories of 5 meetings each (Milan, Como, Varese, Brescia, Mantua, Pavia) to identify shared priorities, strategies, pathway patterns.

IV. 2 advanced courses on the use of the web to autonomously access and implement the Moodle online platform. Each course was composed of 5 meetings, based in Milan and Mantua.

V. 6 pathways (2 meetings per office) for the presentation of the platform in Bergamo, Brescia, Como, Cremona, Lecco, Lodi.

## Geographical scope

Milan area

## Main results

The Lombardy Region - Department of Family and Social Solidarity, in partnership with ISMU Foundation - Initiatives and Studies on Multi-ethnicity, Regional Education Office and Vocational training centres had organized Italian courses addressed at migrants, with the aim to obtain linguistic certifications (level A1, A2, B1).

### Name

Re Start-Up - a national network of cooperative enterprises

### Objectives

Creating 12 cooperatives each composed by at least 3 refugees and holder of subsidiary protection status all over Italy.

### Participants

Refugees and subsidiary protection beneficiaries

### Reasons for setting up the project

All over Italy, the number of refugees has increased in the last 4 years and the economic and labour market crises pushed to find new ways to economically integrate migrants arrived in Italy without a clear migratory project.

### Funding

Public - ERF- European Refugees Fund

### Geographical scope

The project was realized in 6 territories in Italy:

Rome, Ferrara, Brescia, Lecce, Trieste, Parma. The project activities were realized from 2013 until 2015 during those years the number of migrants arrived on the southern coast of Italy were 169.000 in 2014, 151.000 in 2015.

### Main results

The Project created 12 cooperatives composed of refugees after a period of three months of training. The goal was to sustain the integration of refugees through self-employment measures. Re-Start Up, besides the training classes, support financially the cooperative paying the administrative costs, the furniture and the facilities and the first materials needs. In each city where the partners operated, two cooperatives were funded, for a total of 12 cooperatives. The project was addressed to vulnerable refugees in particular people victim of violence and it had foreseen, also, psychological support. In Rome were created 2 cooperatives: MAKI – ethnical catering; CIS – cleaning and services.



## United Kingdom

### Good practices

#### 1

#### Name

British Life and Language Programme (BRILL)

#### Objectives

BRILL classes are run for members of migrant communities who cannot access other college and community-run classes. Asylum seekers must wait for 6 months before they are eligible to attend accredited ESOL (English for Speakers of Other Languages) classes. Refused asylum seekers are ineligible altogether. They are not accredited to teach English and Other Languages (ESOL) qualifications, therefore they can offer our classes to people who would be excluded from these courses.

Few local education providers offer on-site crèche spaces. Government funding cuts have also reduced statutory crèche provision and increased waiting lists for crèche spaces. Bristol Refugee Rights have avoided government cuts by funding our crèche through donations. The creche runs at the same time as their classes, which allows members with children pre-school children to attend.

#### Participants

Classes are open to any refugee or asylum seeker who is a member of Bristol Refugee Rights.

#### Reasons for setting up the project

The BRILL project was set-up by Bristol Refugee Rights in order to provide ESOL classes who are unable to access other forms of ESOL provision in the local area. This was initially envisioned as being refused asylum seekers who have no access to any form of public funding. However, the scope of the project has increased to include people who have received refugee status but may be stuck on lengthy college waiting lists.

#### Funding

BRILL is funded by a charitable trust, The Henry Smith Charity (<https://www.henrysmithcharity.org.uk/>). This was funded for three financial years with funding currently due to finish at the end of March 2019.

**Description of the activities** The BRILL project delivers twice weekly ESOL classes. These run on a Wednesday and Friday between 10 and 12. They offer classes from pre-entry level up to level two. These also run an IT class and a math class.



## Geographical scope

Bristol Refugee Rights work with all refugees and asylum seekers located in the Bristol area.

## 2

### Name

Borderlands Mentoring Project

### Objectives

This project seeks to train volunteers as mentors for asylum seekers and refugees; raise awareness of the issues these group faces and improve community skills, capacity and understanding.

These one-to-one mentoring relationships act as a vital point of advice and support within a trusting, supportive relationship. This enables refugees to make their own way in life and helps them to lead independent, productive and fulfilled lives.

### Participants

Individuals acting as mentors are British natives who can come from any social/economic background. Mentees are anyone who has refugee status in the UK who are based in the Bristol area.

### Reasons for setting up the project

The main motivation for setting up the project was to provide an additional avenue of support and guidance for refugees in Bristol. A secondary aim is to improve social cohesion in the city by encouraging refugees and native British to interact with one another.

### Funding

Borderlands is funded through donations and the majority of the work is completed by volunteers. On occasion, they receive large corporate donations. Borderlands run their services from a Catholic Church and therefore incur lower overhead costs as they do not pay rent for these services.

### Description of the activities

Mentors support their mentees in a variety of ways;

- Help with conversational English
- Support finding and accessing services
- Listening and helping to build confidence to engage in new activities and services
- Helping a mentee get to know the local area and way of life in the UK
- Helping fill out some forms and applications
- Supporting a mentee to apply for work and write a CV (for refugees)
- Accompanying mentees to certain appointments

- Supporting mentees to access school, college and/or training
- Helping to prepare mentees for their driving theory test (for refugees)

### Geographical scope

The Borderlands mentoring project is open to any refugee in Bristol as a mentee and anyone as a mentor.

## France

Each year, France receives over 100,000 foreign nationals of third countries of the European Union from all over the world who wish to settle permanently in France. This number increased to 250 000 in the last three years. The profile of the migrant changed also. France places great importance on the quality of the welcome given to foreigners who want to settle permanently in its territory. Still, the procedure of social and professional inclusion is very complex and very long. For these reasons, the French government (interministerial delegate of welcome and integration of refugees) settled the new strategy of inclusion which will be based on the anticipation of welcome and in collaboration between different sectors. In summer 2017, the DGF (national direction of migrants in France) called together the association sectors in order to evaluate the situation of procedure of the migrant's integration: which are the existent device of integrations, what are the difficulties etc. They organized 5 workgroups divided by subject: Accommodation, rights, work, VET, and linguistic, health, culture, social connection, and citizen life. This new strategy started to be applied in practice in some of the sector.

### Good practices

1

#### Name

Reading Aloud for social and professional inclusion

#### Objectives

To assist in the social and professional inclusion of refugees and migrants from Europe and elsewhere by teaching them the French language and by orienting them to the professional organizations.

Participants of the project/initiatives (project partners and target groups with their profiles if possible- male/female, age, etc.

#### Reasons for setting up the project

To enable the migrants and refugees in Paris to learn the relevant level of language to be able to work and to live a normal social life. Thus the audience of FISPE is people who are seeking to develop their language and professional skills in order to become independent. The migrants who have a French language level more than A2 have less opportunity to improve their language

because the offer of language courses in the associations (low priced or free) is much more limited. Once they reach A2 level we consider them as independent which is still not enough to access some Vet training or jobs ( required level B1) or University (required level B2). The other difficulty is that most of these participants have a low level of self-confidence.

## Funding

The project started on the basis of volunteer work in 2012. In 2015 the association Fispe was founded and the first subvention for the project was obtained for the year 2016-2017. The project obtained 80 % of the finance. One part was from the local (Paris) fund – Politique de la Ville/DDCT. And one part from the national fund: Bop 104/DDCS. The project doubled the year after (new workshops) and the main financial resources come from the City (Politique de la ville/DDCT- 18th district). For the year 2019 and for the new workshop- the project will apply for the professional inclusion device.

## Description of the activities

FISPE offers French classes using the reading aloud method. We also ensure monitoring of progress as well as guidance for learners, as determined by their individual needs. Our method is focused on diversity in ways of learning. With a holistic approach, and the empowerment process plus the authorisation, FISPE is oriented toward the needs, goals and demands of learners in order to really understand and prepare them by being both, actor and author, of their life and professional project. An example of our professional practice is Reading in a loud voice workshop between 2 to 3 hours per week with two French foreign language teachers. We practice the pronunciation, self-confidence and speaking in public. Migrants and refugees learners are actively involved in the organization of the workshops and of the final show which takes place one or two times by year. Each of the learners is regularly evaluated and oriented to professional organizations in order to help them to find a job.

## Geographical scope

The project is active in the area of the Paris - especially the districts in difficulty - Politique de la Ville (some part of the 18th and 17th). But the participants are invited regularly to come out from these districts by discovering the new job device that can help them in professional inclusion. The project was presented on the departmental level also by a Vet training organized in a social centre in the city Montrou. The practice was presented on the European level: project Vintage. Project Revalue. Project SEESI. The recent presentation in Pavia- Italy of the methodology (project Simelta). The next year 2020 - the VET training - reading aloud will be organized for the French foreign language teachers at the University of Zadar and Zagreb in Croatia.

## Main results

Each year, about 50 migrants are involved in the project and they could benefit from social and professional inclusion by:

- Linguistic assessment (beginning of the classes and in the END).
- Professional competency assessment (beginning).

- Linguistic orientation for the complementary classes.
- Professional orientation to improve their professional project.
- Linguistic progress- the participants developed the four language skills (oral and written comprehension and expression) as well as gained confidence, engaged in speaking and overall improved verbal fluency in French.
- Professional language progress- professional vocabulary, French cultural and professional references
- Professional progress – project professional more structured.
- Intercultural environment

### **Attitudes of target groups towards empowering refugees in VET and/or in the labour market**

The students gained self-confidence which is most important. They progressed in language. They gained autonomy in the search for jobs.

### **Problems encountered that hamper the process**

Financial- the project public is mixed (refugees, migrants-local residents, EU migrants) and the project financial subvention in France concern in most of the time only one type of the public.

**Elements practice that made this project a success** Innovate methodology of the teaching the foreign language. Reading aloud. Social-as migrants mix in the workshop.

### **Innovation about this project**

- Reading aloud is used for professional and social purposes. For example, the participant is prepared for job interviews by reading aloud. (Attitude, pronunciation, etc...).
- Experimentation of the EU project – professional inclusion during the workshop.
- Evaluation of the professional experience and competencies of the participants in order to then be oriented to the VET and professional organisations for finding a job or Vet training.

### **Transferability**

It can be transferred in Eu level, we can learn every language by this innovative method.

### **Contact of the project**

Magdalena Škoro, founding director/ Michel Dizel, president: [fispe2015@gmail.com](mailto:fispe2015@gmail.com) - [www.fispe.fr](http://www.fispe.fr)  
Facebook: Magdalena Fispe

### **Name**

Rentrée partagée 18ème- Common French language assessment of the 18th area of Paris

## Objectives

To propose coordination of the actors of language training.

To optimize the assessment and guidance of migrants for French courses in the territory of North of Paris.

Participants of the project/initiatives (project partners and target groups with their profiles if possible- male/female, age, etc.

## Reasons for setting this project

The French language is the main obstacle for social and professional inclusion of migrants. The offer of French classes is mostly very dispersed in Paris so the learners need to contact many organizations in order to find the French courses. The other offers of professional and social support to the migrants are also dispersed. This project:

- centralises the offer of learning French in one part of the 18th district of Paris. In this way, the migrants living in this area (identified as poor and in difficulty) will not have to go to each structure individually to find a place in a French course in September (beginning of the school year). It also allows partner structures to create homogeneous groups of learners, and sometimes to adapt their courses according to the needs identified on the territory.
- direct migrants to French courses adapted to their linguistic needs but also to the professional, information and social needs.

## Funding

The fund is local: Paris, Politique de la Ville /DDCT- 18th district.

Only the coordinators have some small financial support for this project. The other organizations participate as volunteers. However, all participants' organizations, in this way "recruit" new migrants-students for their French classes.

## Description of the activities

Several meetings during the year for a co-construction work on the engineering and the organization Communication about the project – April to September.

Registration of individuals at one of the proposed assessment dates and schedules for assessment in September). Registration begins in June.

Half a day of evaluation team training in September.

4 days of French language assessment in September in the key locations in the territory- social centre.

A day dedicated to the orientation of migrants towards the appropriate structures.

2 days of delivery of the results.

Learners are not only oriented towards language structures but according to their need towards other partner structures.

## Geographical scope

North of Paris/some part of the 18th district: Porte Montmartre, Porte de Clignancourt, Porte des Poissonniers, Moskova, Blémont, Amiraux Simplon). These areas present some difficulty in local

developments and they are called Politique de la Ville. Many of the residents of these areas are migrants. In 2019 the project will include the areas of Politique de la Ville of the 17th district.

Some similar projects exist in other districts of Paris.

There is also the well known municipal action of assessment which takes place all year in several districts: Project EIFFEL. - <https://www.reseau-eiffel.fr/>

### **Main results**

Each year, about 150-200 migrants are assessed by this action which helps their social and professional inclusion by:

- Linguistic assessment
- Linguistic orientation
- Professional and social orientation.

Each year the project gains new local partners such as Ouvrir école aux parents (<http://eduscol.education.fr/cid49489/ouvrir-l-ecole-aux-parents-pour-la-reussite-des-enfants.html>), Projet 19, Pimms, AGF, CEFIA. As the migrants are satisfied with the assessment and good orientation they communicate about the project regularly to the other migrants they know. The project also results in better knowledge of territory's offers and with better collaboration between the organizations that participate in the project.

### **Attitudes of target groups towards empowering refugees in VET and/or in the labour market**

The students gained in time and in better progress in French language because they are well assessed and oriented to the adequate classes of French learning. As some partners organize the French classes with professional aims the students gain in autonomy in searching of the work.

### **Problems encountered that hamper the process**

Organization can be difficult sometimes because the project mobilize many partners.

### **Elements practice that made this project a success**

Collaboration between different partners.

### **Innovation about this project**

Centralized offer of the French classes. Orientation to the adequate French classes and to the organization who offer (professional and social support for migrants).

### **Contact of the project**

Centre social Maison Bleue, EDL 18 and Association Fispé: [rentree.partagee18@gmail.com](mailto:rentree.partagee18@gmail.com)

## **Hungary**

There is no state or municipal integration service in Hungary so that the integration is supported by civil and religious organizations on a project basis. The governmental financial support for

integration, which helped to overcome initial difficulties such as housing, Hungarian language courses, medicine and food, has been abolished in 2016.

Recognized refugees can stay in state-hosted reception stations for one month altogether, after which they need to solve their housing and subsistence on their own. Various integration services supported by AMIF have been of great help in that respect, but that type of funding has been stopped since a year ago by the government.

Thus, currently, there is no state or municipal service or support. Counselling, language courses, occasional donations and legal advice are provided by civil and church organizations with limited capacity. In the absence of the previously very effective housing, labour market and training programs, the small number of refugees who receive protection by the Hungarian authorities mostly proceeds to Western Europe.

### Good practices

#### 1

#### Name

Volunteering as a labour market integration tool for asylum seekers

#### Objectives

Volunteering aims to advance asylum seekers' integration into the labour market and wider social integration through volunteering.

The specific objective of the project was to employ twice 4 volunteers for 2 months on a daily basis. In the case of both asylum seekers and Hungarian volunteers, a total of forty days (5 times per week for 8 weeks) of voluntary activity.

#### Participants

Volunteers - Asylum Seekers - A total of 7 asylum seekers participated in the pilot project.

By demographic characteristics: 5 men and 2 women, 27-46 years old, countries of origin: Iran, Bangladesh, China, Lebanon, Sierra Leone.

Hungarian Volunteers - A total of 6 Hungarian volunteers participated in the pilot project, all of them young women in their twenties.

There were 4 organizations involved in hosting volunteers:

White Rod Foundation (Fehér Bot Alapítvány) • Mezon Youth and Information Consulting Office (Mezon Ifjúsági és Információs Tanácsadó Iroda) • North Great Plain Regional Labor Center (Észak-alföldi Regionális Munkaügyi Központ) • Artemisszió Foundation (Artemisszió Alapítvány)

#### Reasons for setting up this project

1. Volunteering, on the one hand, can greatly help the social integration of newcomers, if they are present in the labour market of the host society as volunteers. With the voluntary employment of



asylum seekers, they can increase their knowledge of the host society, develop their skills and improve their psychosocial situation.

2. On the other hand, the involvement of volunteers in the provision for refugees can bring mutual benefits: volunteers involved in helping asylum seekers could gain new experience and develop their skills.

## Funding

European Social Fund - EQUAL program

## Description of activities

- Recruiting volunteers
- Selection of volunteers
- Preparatory training of volunteers and employers
- Needs assessment

Finding a venue

- Defining the activity (goal, task, time, location)
- Drawing up a volunteering contract
- Mentoring volunteers, continuous definition of tasks, provision of benefits
- Group-based and individual evaluation with employers, asylum seekers and Hungarian volunteers

## Geographical scope

Debrecen

## Main results

Developing the practice of bilateral volunteering has proven to increase solidarity with refugees, strengthen the human dignity of refugees and reduce their vulnerability. Besides that, it increases the linguistic communication skills of asylum seekers, strengthens their relationship with the society of the majority, promotes their ability to preserve their skills, and helps them forget their daily problems. The employment of asylum seekers as volunteers also has many benefits for the organizations in Debrecen: they receive motivated and competent help in the asylum seekers, the employment of asylum seekers helps develop the language skills of the organization's staff, and make them more open to asylum seekers. Last but not least, the involvement of Hungarian volunteers in camp assistance breaks the monotony of camp life, making it more colourful, and at the same time develops the skills of volunteers and promotes personal contacts with asylum seekers.

## Attitudes of target groups towards empowering refugees in VET and/or in the labour market

All host organizations were fully satisfied with the work of volunteers, all of them highlighting the motivation of volunteers. • In one case, the continuous provision of tasks caused a problem because the organization was not able to continuously provide tasks that could be accomplished in English. In such a case, a solution could be that there is at least one Hungarian speaking asylum

seeker among the volunteers. At the same time, the lack of Hungarian language skills didn't cause any problems in other organizations. • Evaluation among mentors and volunteers was less formal, but the continuous feedback and communication are important. • Mentors always had the opportunity to ask for help from a member of the Artemisszió Foundation in case of a problem or a conflict, but there was no need for that. • Mentors and colleagues have learned a lot and improved themselves. On the one hand, receiving a foreign volunteer was a good opportunity for them to practice their English and, on the other hand, to become more sensitive, more open to asylum seekers, and to get to know their culture. Due to a reorganization of the camps and changes in the asylum seekers' lives that followed, two volunteer asylum-seekers in two camps left the program before its end.

### **Problems encountered that hamper the process**

Vulnerability, legal uncertainty: a young Ukrainian young woman's application for refugee status has been definitively rejected after several years, making her unable to participate in the program despite being very motivated and despite the fact that she had already found a host organization. • Expectations and opportunities, i.e. professional practice versus volunteering: An African young man had wished to get professional practice in a photo workshop, but this could not be realised within the project workframe, as the Voluntary Act specifies the types of organizations that can host non-profit volunteers. • Material vulnerability, i.e. clandestine work versus volunteering: asylum seekers are in a financially vulnerable position: although they receive accommodation and care in the camp, the monthly pocket money they get is not enough to secure their livelihood, especially if they have families, so that many cannot afford to volunteer and give up their clandestine work, as their daily survival depends on it. An African young man decided not to participate in the project for that reason. • Many people leave Hungary during the asylum procedure and leave to live with their relatives and friends abroad in hope of a better life, which increases fluctuation. • Because it is a volunteer activity, the program can be interrupted at any time, so there was a candidate who left after the first day, even though the person has already familiarized themselves with the work of the organization and even tried it out during a trial day. • It is difficult to find a host organization in some areas (e.g. health care) • Some host organizations are less flexible, decision-making mechanisms are bureaucratic, so an asylum-seeker volunteer had to wait weeks for the host organization to sign the contract and be allowed to start volunteering. Accordingly, the one-month preparatory and recruitment phases were delayed. The lesson to be learned from the case is that starting a voluntary program requires thorough preparation.

### **Elements practice that made this project a success**

Benefits for refugees: reduction of hospitalization, language learning, new relationships, Hungarian work experience, social and cultural knowledge, references, supportive environment, trust. For host organizations: tolerance, inclusive attitude, additional language skills, new relationships, free work capacity, other working methods, openness, reduced fearfulness.

### **Innovation about this project**



Involving a community that is passive from the labor market perspective, helping pre-integration. Social inclusion, solidarity, acceptance, empathy.

### Transferability

Making asylum seekers' volunteering possible. Providing professional / financial support for organizations to host volunteers.

### Reference of the project

<https://docplayer.hu/431950-Onkentes-alapon-onkentesseg-mint-menekultugyi-integracios-eszkoz.html>

## 2

### Name

Women's Project - Labor Market Services for Women from Third Countries

### Objectives

Its aim is to promote the social and labor market integration of immigrant and job-seeking women from third countries, based on a complex package of services, the elements of which are constructive and helpful in themselves as well. The most important goal of the project in 2014-2015 was to mentor the participants, compile their individual development plans and continuously support their job search.

### Participants

Future Wheel Foundation (Jövőkerék Alapítvány) - Immigrant young/adult women who come from many different third countries to our country: South Korea, Iran, Jordan, Cameroon, Morocco, Mauritius, Mexico, Russia, Serbia, Syria, Sudan, Thailand, Turkey, Tunisia and Vietnam. On average, they have been living in Hungary for 5 and a half years, four of them have lived here for more than 10 years. The average age of those completing the first questionnaire is 37.7 years and 36.6 years for the second. The respondents have a high level of education, a college or university degree, with a few exceptions. They drew on their diplomas to state their field of work. The level of their Hungarian proficiency was determined to be 2.18 on a scale of 1 to 5. Only the participant who had been living in Budapest the longest evaluated her language skill to be on level 5, the others evaluated their Hungarian knowledge up to 3. Apart from their mother tongue, most interviewees have a medium or high level of competence in another language: typically English, in some cases French.

### Reasons for setting up this project

At the time of entering the program, the participants stated their inadequate Hungarian language skills to be the main obstacle to integration. This is followed by a lack of broad social relations and a lack of information needed for job-seeking (e.g. information on suitable job advertisements). The

differences between Hungarian and their own culture present difficulties for others; a difficulty for Muslim women, for example, is that they wear a headscarf, which they feel makes it harder for them to find a job. According to the respondents' experience, a lack of recognition of educational certificates obtained abroad is an aggravating factor in job-seeking. Another difficulty asylum seekers have experienced is that, there is often a difference between the officially reported and actually received salary. "I don't have enough information about vacancies, language barriers." "I don't speak Hungarian well enough, my school certificates are not valid here, and I don't have local professional contacts." "How should I deal with Hungarians, how to get closer to them." "Lack of contacts, lack of regular social interactions."

## Funding

AMIF 75%, Hungarian government 25%

## Description of the activities

Our complex service package project consists of the following elements, mutually reinforcing activities:

The project's social mentor assists in solving housing, social, family support and other issues, and the participant can thereby find solutions to problematic issues and difficult life situations that could hinder successful integration.

In the course of group sessions for job search, the participants collectively receive general and specific information about the labor market, social relations in Hungary, successful methods and techniques of job search in theory and practice, and the labor market situation in Hungary which affects them. They get personalized information about their opportunities, job-seeking and working methods and work culture that may differ from their own culture. They learn and practice methods that help self-advocacy, cooperation, and conflict resolution. As a result of the service, the participant gets help in determining the appropriate target. They can represent themselves and their interests better in interviews, social relationships, and after they find employment

Job search mentoring is, on the other hand, an individualized, complex form of assistance. The advisor and the individual client jointly map out the client's capabilities and opportunities, and identify the obstacles in the job search. They agree on the target or training to be achieved and perform the tasks necessary to achieve the goal.

In addition, we keep open, weekly job-seeker clubs to which we invite other job-seekers from third-countries (both men and women) in addition to the project participants. The aim of the club is to help job-seekers to find employment by providing information, developing job-seeking skills and mental support.

Assertiveness training, where confronting women's disadvantages and processing them takes place together with conflict management, are very exciting: they involve training for achieving equal opportunities for women in their wider environment, strengthening their ability to enforce their interests and supporting their own initiatives, improving the quality of their relationships, reducing their communication difficulties and conflict management. Film, drama and group self-expression courses with yoga elements are also exciting and challenging programs.

Legal counselling attempts to address legal issues that arise during the project. It looks for solutions for these problems in particular, and bureaucratic problems in general, with the aim of exploring the legal issues of the users and answering them as widely as possible using counselling and drafting official documents.

For the periods of individual counselling occasions and group sessions, interpretation and professional childcare are provided on request, helping participants in that respect, too.

## Geographical scope

Budapest

## Main results

The aim of the program was to promote the labour market orientation and social integration of the participating women from third countries. In the course of job search counselling, the goals and the tools needed to achieve them were defined for all participants together with the counsellors. For a significant number of participants, access to employment is preceded by other goals: learning Hungarian, completing a course or school, and certifying school qualifications.

As a result of participating in the program, a professional biography has been made for each participant, usually in several languages. At the time of the second query, a total of five people had found work positions. One of the participants got a job at one of the embassies, while the others are actively looking for work, and they arrived at a point that they get invited to job interviews. One person got involved in a drama project apart from their primary job because they would like to work in this area later. Three of the participants are teaching languages, and four persons' business start-ups are underway. Six of them were given occasional work in an immigrant admission program on the Children's Island, while two of them participated in a secondary school sensitization program, also dedicated to the refugee question. Three persons attend language courses, two of them Hungarian and one English. Three of them have successfully completed a web development course and one person is studying to become a social worker.

In the second questionnaire, we asked the participants in what way was the program most helpful for their integration in Hungary. Most of the respondents (15 persons) felt that it improved their job search - which is in line with the primary objective of the program. This is followed by the development of self-awareness (11 persons), which is the first step towards precise formulation and achievement of future goals. Ten participants highlighted the importance of establishing new relationships. Six of them stated that their language skills have improved as a result of the program, and the same number feels that it helped them better understand the Hungarian environment.

## Attitudes of target groups towards empowering refugees in VET and/or in the labour market

Finally, a quote that spells out the essence of the program: "The world opened for me. I have only stayed at home so far, I only met with others [belonging to my own nationality], I didn't even dare to go to the city centre... I became bolder. I began to take interest in Hungarian culture... The program invigorated my old determination to realise my plan, work alongside Hungarians, to get

going and accomplish it. It was of great help to see that other foreigners struggle with similar problems. I'm not so scared anymore."

### **Problems encountered that hamper the process**

It was difficult to reach the target group, to involve Muslim women, to build and maintain confidence.

### **Elements practice that made this project a success**

The success of the program was helped by its complex approach, the personalized, optional services, the community which was formed during the implementation, the opportunity to learn from each other, the fact that the female perspective was taken into account, childcare and other complementary services, the sharing and discussing of the problems, and the established mutual trust.

### **The innovation about this project**

A specialized job search service for women that takes into account and adapts to women's expectations can build a community.

### **Reference of the project**

<http://jovokerek.hu/noi-projekt/>

## D. Conclusion

The research carried out in the four countries remarked how complex it is understanding the phenomenon of immigration in terms of education and employment. If on the one hand data are often not even available to national authorities and offices, which do not regularly collect and update them on the other the migration streams of the so-called refugee crisis (started in 2015) severely complicated this task (higher numbers of arrivals, changes of immigration regulations in some countries, reception systems overloaded in some countries).

The profile of migrants present in the different countries considered varies noticeably, both according to migratory dynamics and home-host countries relationships between and the diverse preparedness of each reception country to receive and include newcomers in their labour markets. If on the one hand, nationalities of migrants and refugees are profoundly different from country to country; on the other, there is also a disparity in qualifications, skills, and job experiences among them.

Something that links together the countries' experiences integration of migrants is the common need for fostering their acquisition of the national language as a necessary prior step towards the inclusion in the host society. Most of the times, third-country citizens have to split their time between all activities useful to gain cultural and linguistic knowledge of the country (as well as a clear understanding of how the social system functions) and the necessity to get an income. Therefore, many newcomers have fewer possibilities to scale up in their educational levels in the host countries, if not adequately supported by targeted projects and programmes. In fact, the most common trajectory in education concerns VET courses, that gives the possibility of learning a profession, usually one that is on demand in the labour market.

However, the request for language and VET courses addressed to migrants and refugees is generally higher than its provision, and organisations providing for them do not get sufficient support from national institutions. This depends much on the political situation of each a country and their posture towards immigration and integration of foreign citizens. Delays in the acquisition and mastering of national languages, along with all the stressful condition brought about the often very slow bureaucratic and legal procedures as well as the negative health condition they may suffer from, produce a situation of initial social and laboural immobility for migrants and refugees.

This situation often results in them having not clear perspective on the career opportunities they can go through in the new country. Moreover, high qualified foreigners may face downgrading of their qualifications at the moment of job search, while less qualified often have to adapt to professional changes. Although many projects have been implementing in all countries, there is a general need for organisations and associations working on the topic to get more support from national and local institutions.