

LIKE HOME

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# **Adaptation of Best Practises**

## **EVALUATION OF THE BEST PRACTICES REPORT**

Editor: University of Bologna, Italy

*NOTES: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## Content

<b>Introduction of the Like Home project</b> .....	3
<b>7 Best Practices</b> .....	4
<b>Methodological details: a SWOT Analysis</b> .....	5
<b>SWOT Summary</b> .....	17
<b>1. Recognition of prior knowledge for migrants</b> .....	6
<b>2. Database development</b> .....	8
<b>3. Pre-migration screening and examination</b> .....	10
<b>4. Information provision to migrants</b> .....	12
<b>5. Improved recognition procedures</b> .....	13
<b>6. Bridging programmes</b> .....	14
<b>7. Host country language training</b> .....	16

## Introduction of the Like Home project

The overall aim of the LikeHome project is to foster the inclusion of newly arrived migrants and refugees to the host country education and training system, to the local economy and to the society in general. More specifically, LikeHome project's strategic objective is to design and deliver a Framework of best practices, based on practices that have been successfully used in other cases, for the assessment and recognition of migrants' prior learning, qualifications and competencies. A set of e-tools is also delivered to support this goal.

LikeHome addresses the general call objective for "Fostering the inclusion of disadvantaged learners, including persons with a migrant background, while preventing and combating discriminatory practices". In particular, LikeHome focuses on the inclusion of migrants (especially newly arrived ones) and refugees, by facilitating their prior knowledge assessment and certification. A set of seven (7) best practices from frontrunner countries is adapted and transferred to the target countries.

Regarding the specific project objectives with respect to the call priorities, those are:

1. *Assessing knowledge and validating prior learning of newly arrived migrants.* This will be achieved through the adaptation of best practices from the frontrunner countries in migrants' integration (Canada, Australia, Denmark, UK, and The Netherlands). Those best practices will form the LikeHome framework, which will be accompanied by guidelines for its application in the target countries. Additionally, e-tools will be developed for facilitating the skills & knowledge validation and certification procedures. Those tools include: a) an e-assessment tool for recognition of prior knowledge for migrants without proof of formal qualifications, b) an e-assessment tool for pre-migration screening and examination and c) a migration-relevant, country education profiles database
2. *Enhancing access to quality and inclusive mainstream education and training with a focus on the needs of disadvantaged learners.* LikeHome specifically addresses the needs of newly arrived migrants and refugees, who both fall under the "disadvantaged learners" category. Access to mainstream education and training can only be provided after the certification of prior learning. This is exactly where LikeHome focuses, by delivering a prior learning assessment framework and e-tools. Additionally, the LikeHome framework includes measures for facilitating the migrants' access to the education and training system, after their skills assessment, such as bridging programmes to support competency-based assessment and host country language training, supported by specialist field-specific training (e.g. English for Engineers, German for Doctors).
3. *Facilitating the acquisition of the language(s) of instruction for newly arrived migrants.* One of the 7 measures foreseen in the LikeHome framework is related to host country language training. Best practices will be adapted to the languages of the participating countries. A list will be developed with the most critical general language skills and specialist field-specific training that will have to prepare to assist the newly arrived migrants. Even though this is not directly related to skills assessment, it is the next step towards the integration of migrants and will be included in the LikeHome framework.

These specific objectives are addressed through several technical/operational objectives such as: analysis of the migrants' and target host countries requirements, analysis of 7 selected best practices and study of the way of adapting them to the target countries' needs, adaptation of the 7 selected best practices and delivery of the LikeHome framework.

## 7 Best Practices

No.	Best practice	Country of reference	Description
1	<b>Procedures for recognition of prior knowledge for migrants without proof of formal qualifications</b>	<b>Dutch Netherlands</b> [Netherlands 2012 European migration network]  [Recognition of qualifications and competencies of migrants, International Organisation for Migration, 2013]	In many cases (especially for refugees), migrants do not have any proof of their formal qualifications or prior learning in their countries of origin. The Netherlands have been implementing support activities to help those migrants in preparing a portfolio in which their prior learning, education and experiences are mapped out as precisely as possible. However, formal proof is still necessary for credential evaluation. Therefore, on behalf of the Minister for Immigration, Integration and Asylum, the Dutch centres of expertise for international credential evaluation together with several refugee organizations and representatives of the business community are developing a procedure for credential evaluation based on information provided by the refugee.
2	<b>Database development</b>	<b>Australia</b> [National Office of Overseas Skills Recognition, 2008, 1-5]  [Australian Education International – National Office of Overseas Skills Recognition (AEI-NOOSR)]	The “Country Education Profiles” database is updated regularly and covers higher education, technical and vocational and post-secondary qualifications. Migration-relevant country education systems (structure, framework, governance, quality assurance procedures, public-private sector trends, and institutional status) are described in the database. The effectiveness and positive impact of the database is globally valued.
3	<b>Pre-migration screening and examination</b>	<b>Australia</b> [Department of Immigration and Citizenship, 2010d, 1-2]  <b>New Zealand</b> [Hawthorne, 2011a]	This applies to migrants that leave their country for financial reasons (often due to the economic crisis). Use of e-sources, supported by global regulatory body partnerships is employed to facilitate pre-migration qualifications screening of skilled migrants in regulated fields, in addition to offshore administration of mandatory language and professional exams. This policy has had a very positive effect on enhanced skilled migrants’ early employment outcomes. As early as 2001 these rose from 31 per cent to 79 per cent for Eastern Europeans, and from 45 per cent to 61 per cent for migrants from China. In the year 2006–2007 83 per cent of independent primary applicants were employed at six months. Two thirds could immediately use their qualifications in work, with salary rates growing strongly.
4	<b>Information provision to migrants</b>	<b>Denmark</b> [The Danish Agency for International Education and CIRIUS - DAUI] [Retsinformation, 2012]  <b>Australia</b> [Australian Health Practitioner Regulation Agency, 2011] [McLean and Bennett, 2008]	Information provision to migrants is key for successful integration and also skills assessment. Development and adequate resourcing of improved measures to provide accurate qualification recognition information to prospective skilled, family and humanitarian migrants (pre-migration) as well as post-arrival in destination countries. In the frontrunner countries those include e-portals, group training, counselling and written advice measures. 38% of high-skilled migrants to Denmark have difficulty accessing public information Danish rules and regulations according to a 2010 survey conducted by Oxford Research and the Copenhagen Post. Important steps have been taken after that for improving the situation with positive effects. Australia and Canada also have very good information provision systems.
5	<b>Improved recognition procedures</b>	<b>Australia</b> [Longitudinal Survey on Immigrants to Australia]  [McLean and Bennett, 2008]  [[Australian Medical Council, 2011]  <b>New Zealand</b> [Department of Labour, Ottawa, Tables 38 and 41]	Frontrunner countries are working on the introduction of sustained national reform agendas designed to deliver improved foreign credential recognition processes and outcomes across all regulated fields and jurisdictions, supported by determination to achieve greater efficiency, transparency, procedural clarity, legislative reform (where necessary), and buy-in by all relevant stakeholders (including employers), in order to deliver improved outcomes. Australia, for example, has engaged in multilateral agreements designed to enhance foreign credential recognition, particularly those with a regional and capacity-building focus. They have also developed innovative pathways to practice and registration, supported by supervised internships, in order to fast-track recognition (for example in medicine). In the case of Australia, these improved procedures have led to reduced waiting times for employment.
6	<b>Bridging programmes to support competency-based assessment</b>	<b>Australia</b> [Hawthorne, 1994, 2005]  (Hawthorne, 2002)  [Department of Employment Education and Workplace Relations, 2008]	Best practices in this area include investment in the development of innovative, appropriately resourced, widely located, field-specific bridging programmes for migrant professionals, designed to provide adaptive training as required, and support competency-based skills assessment leading to full professional registration. Australia, in particular, has been a world leader in the development of field-specific bridging programmes designed to assist migrant workers to receive full recognition and employment. While partial recognition would grant the applicant the possibility to enrol in specific programmes in order to earn missing credits, conditional recognition may allow the applicant to commence the desired activity on the condition that certain goals are successfully met during a specific time period. Canada follows the practice of workplace assessments, where applicants are given the opportunity to demonstrate their skills and knowledge in a ‘real environment’ during internships or mentorships.
7	<b>Host country language training</b>	<b>Australia</b> [Galbally, 1978]  [Department of Immigration and Citizenship, 2011]  [Department of Immigration and Citizenship, 2011b]	Advanced host-country language ability is key to success in recognition processes, and also allows migrants to be considered fit for professional practice, development and funding by destination countries. Building general language skills, supported by specialist field-specific training, including preparation for mandatory pre-registration language exams is key for migrants integration. The Australian government has made significant investment in English language training for settlement and employment purposes, focused on the first five years post-arrival. As early as 1991 the Adult Migrant English Program (AMEP) was the largest government-funded adult English language teaching programme in the world. The programme annually reaches around 60 per cent of eligible migrants, ranging from 41 per cent of the skilled stream to 55 of family migrants and 90 per cent of humanitarian entrants. Migrants lacking functional English are entitled to receive up to 510 hours of English tuition or “the number of hours it takes to reach functional English (whatever comes first)” – the average client receiving around 370 hours of teaching. The programme has had a significant success in the employment rates of migrants that rose by up to an estimated 20%. Specifying the main field-specific needs of the migrants is important for the best organization of the courses

## Methodological details: a SWOT Analysis

SWOT is an acronym for *Strengths, Weaknesses, Opportunities and Threats* and a SWOT analysis is a structured planning method that evaluates those four elements of an organization, project or business venture. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favourable and unfavourable to achieve that objective. A SWOT analysis may be used in any decision-making situation when a desired end-state (objective) is defined. It is common used to organize information, that may be present while engaging in social change processes, and identify strengths available that can be activated to counteract these barriers.

A SWOT analysis permits to recognize:

**Strengths:** specific characteristics of a business or a project (and so on) that give advantages over others

**Weaknesses:** characteristics of a business that place the business or project at a disadvantage relative to others

**Opportunities:** elements in the environment that the business or project could exploit to its advantage

**Threats:** elements in the environment that could cause trouble for the business or project

The correct identification of SWOTs is important because they can inform later steps in planning to achieve the objective. First, decision-makers should consider whether the objective is attainable, given the SWOTs. If the objective is not attainable, they must select a different objective and repeat the process.

Users of SWOT analysis must ask and answer questions that generate meaningful information for each category (strengths, weaknesses, opportunities, and threats) to make the analysis useful and find their competitive advantage.

In these terms, SWOT analysis aims to identify the key internal and external factors seen as important to achieving an objective. In particular, a SWOT analysis groups key pieces of information into two main categories:

- Internal factors: the strengths and weaknesses internal to the organization
- External factors: the opportunities and threats presented by the environment external to the organization

The analysis may view the internal factors as strengths or as weaknesses depending upon their effect on the objectives. What may represent strengths with respect to one objective may be weaknesses (distractions, competition) for another objective. The external factors may include macroeconomic matters, technological change, legislation, and sociocultural changes, as well as changes in the marketplace or in competitive position. The results are often presented in the form of a matrix, as following:

## 1. Recognition of prior knowledge for migrants

### **Based on: Accreditation of prior learning**

**Best Practice Short Description:** Accreditation of prior learning (APL) focuses on a certain qualification. The acquired competences, gained through informal and non-formal learning, are compared with the learning outcomes of a formal qualification. The aim of an APL is to accelerate formal learning programmes or to enhance the employability and mobility of the applicant/employee. Proof of acquired competences could be reached through: reports, diplomas, certificates and reports of assessment interviews. Methods of assessing the competences may include: the portfolio, assessment, criterion-oriented interviews, workspace observation or other forms of testing.

Strength	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>- Useful way to support refugees in order to allow them the use of previous skills and experience</li> <li>- Accurate and fast assessment of individual skills and knowledge to improve personal employability</li> <li>- Rapid pathway to integration in labour market through identification of applicable skills to host country environment</li> <li>- Tangible social recognition by means of making clear how refugee population skills contribute to society</li> <li>- Fine-grained segmentation of needs, challenges and strengths of refugees regarding their education and qualification</li> <li>- Simplified systems to accredit prior knowledge</li> <li>- Great range of tested competences; extension possibilities</li> <li>- Flexibility</li> <li>- Adaptable to the target groups and the needs</li> <li>- Matching with the needs of the labour market possible</li> </ul>	<ul style="list-style-type: none"> <li>- Cost effective considering requirements in terms of skills and language abilities</li> <li>- Differences between country of origin and host country that might diminish or underestimate effective competences of migrants.</li> <li>- Complicated task to conceive a homogenised APL assessment across all professional fields due to huge and diverse scope of knowledge, skills and professional competence</li> <li>- Difficulty to take for granted refugees' set of skills</li> <li>- Difficult to apply in case of lack of any proof</li> <li>- Requires a lot of human resources, especially in case of lack of formal proof</li> <li>- Can take much time</li> </ul>	<ul style="list-style-type: none"> <li>- Faster inclusion in the labour market</li> <li>- Overcome barriers related to refugees' migration experience and recognizes skills and capacities</li> <li>- Design of specific systems to support refugees' knowledge, language skills and professional competences</li> <li>- Address lack of professionals and skill shortage in particular sectors of the host country economy</li> <li>- Reduction of high levels of unemployment among refugees</li> <li>- Lower unemployment rate at the labour market</li> <li>- Can be used for migrants with different levels of education</li> <li>- Social behaviour can be assessed</li> <li>- Workspace observation is most wanted "Best practice"</li> </ul>	<ul style="list-style-type: none"> <li>- The recognition of this type of accreditation by norms, laws in some settings of employment</li> <li>- It needs expertise</li> <li>- It might underestimate skills and capacities in those people who did not had the opportunity to develop prior learning and expertise in their country of origin because of economic and social limits.</li> <li>- Difficulty to generate sustainable agreement among policy makers in the education sector</li> <li>- Regional limitation</li> <li>- Possible rejection of ministry of economics to apply this best practice as a model for official recognition of prior knowledge for migrants</li> <li>- Bureaucratic burdens, in case of lack of any formal proof of qualifications</li> <li>- Difficulty of the Migrants and Refugees to reach and use the existing systems</li> </ul>

### **Differences between partner countries and obstacles**

**In Italy** there are no established practiced for recognizing informal and non-formal prior learning of migrants. The law 49 (394), 1999 states that « 'For the recognition of professional qualifications, diplomas, certificates and other qualifications obtained abroad by refugee status holders or subsidiary protection status, competent administrations shall identify appropriate assessment, validation and accreditation systems allowing recognition of the qualifications pursuant to Article 49 of the Presidential Decree of 31 August 1999, n. 394, even in the absence of certification by the State in which the certificate was obtained, where the interested party demonstrates that he

cannot acquire such certification". Entrance in labor market usually is based on direct contact between the applicant and the manager, not necessarily job assumption is based on the possession of specific qualifications. Projects for recognizing prior formal instruction are in course: <http://www.cimea.it/it/servizi/procedure-di-riconoscimento-dei-titoli/riconoscimento-titoli-dei-rifugiati.aspx>.

Some universities have developed programs to facilitate the inclusion of migrants within the higher education system. For example, "Unibo 4 refugees" is a program that gives asylum seekers the possibility of enrolling for single learning activities and Italian courses with exemption from fees; an opportunity to fill learning gaps and get a preliminary taste of the subjects awaiting them in the degree programmes. This program also allows entering in the student community and to begin to understand how the university is organised.

<http://www.unibo.it/en/services-and-opportunities/study-grants-and-subsidies/exemptions-and-incentives/unibo-for-refugees>

**In Spain**, the accreditation of prior knowledges is skills analysis task carried out on day-to-day by a very universities and diverse groups of NGO and institutional bodies, which cooperate to assess skills competence of the individuals and refer them to the appropriate institutions and pathways to get formal accreditation of their knowledge or training, adapting their competences to the host-country requirements. As such, there is an specific provision in the "Reception and integration system for applicants and beneficiaries of international protection", when it disposes that: "Support actions for professional diversification, including the provision of services that offer information, advice, support, translation of documents and other procedures necessary for the homologation of degrees and validation of studies carried out in countries of origin" which should carried out by NGOs in coordination with regional authorities.

However, there is not a standard methodology to conduct these assessments or any mechanisms in place to obtain formal accreditation of refugees' prior knowledge, apart for the traditional homologation procedures.

Some Universities have implemented mechanism to incorporate refugees into their education systems, allowing for a certain flexibility to recognise their knowledge. They complement their work by waiving fees, teaching language training and providing with socioeconomic support. Examples are University of Jaén, University of Alicante, Universidad de Barcelona, Universidad Politécnica de Barcelona, Universidad Camilo Jose Cela and others. Links below:

<http://www.acup.cat/es/noticia/la-upc-crea-un-programa-para-la-admision-de-refugiados-los-estudios-de-grado-y-master>

<http://www.efeescuela.es/noticias/la-universidad-abre-puertas-los-refugiados/>

<https://www.google.es/search?q=universidad+de+Alicante+refugiados&oq=universidad+de+Alicante+refugiados&aqs=chrome..69i57.5920j0j7&sourceid=chrome&ie=UTF-8>

<http://www.ujaen.es/serv/vicint/home/page/61/117>

<http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/48>

**In Austria**, ÖJAB and die Berater carry out a similar system for recognition of prior knowledge for migrants. The proposed best practice already exists in Austria (see link below). It is very important to have a sufficient knowledge of the host country language in order to be able to understand questions and final tests that prove migrants prior formal and non-formal qualification. In Austria, final tests are carried out by external experts of the chamber of commerce:[http://webcache.googleusercontent.com/search?q=cache:H\\_n-9mE3c58J:ec.europa.eu/social/BlobServlet%3FdocId%3D18263%26langId%3Den+&cd=2&hl=de&ct=clnk&gl=at](http://webcache.googleusercontent.com/search?q=cache:H_n-9mE3c58J:ec.europa.eu/social/BlobServlet%3FdocId%3D18263%26langId%3Den+&cd=2&hl=de&ct=clnk&gl=at)

## 2. Database development

### **Based on: The qualifications recognition research base – NOOSR**

**Best Practice Short Description:** Exceptional national investment has been made in creating and updating a knowledge base to inform the process of assessment. Often, a degree or certificate that comes from a recognised educational institution in an English-speaking country will present few complications for assessment. If you have not received an English language education, nor speak it as a first or mother tongue, NOOSR will arrange for you to be examined for your ability to speak, read and write English to a standard acceptable for that profession in Australia.

The Profiles' design principles include:

- easy to use, covers higher education, technical and vocational and post-secondary qualifications
- includes lists of recognized educational institutions
- describes the education systems and qualifications in each country
- updated regularly
- supports consistent, quality decision-making
- flexible subscription options for the world set, regional set or individual CEPs for organizations and individuals
- no licensing fees: one subscription allows access for your whole organization.

The system of the host country must have some of opportunities such as division of the organizations that make assessment / validation of specific occupations. The Procedure.

- A procedure that requires experts.
- Takes at least 3 months
- The disadvantage is that it is not for free
- Can be difficult for the project's target group
- It requires staff to have the appropriate permissions
- Cooperation of many institutions for assessment of different professions
- Aimed at highly educated
- Language resources if it is not in English

Strength	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>- It would allow simplification in the recognition of prior degrees</li> <li>- Overcome the need for specific country to country agreements</li> <li>- Accessibility</li> <li>- Online systems gives more opportunities to check and evaluate opportunities</li> <li>- Simplification of a very complex bureaucratic process</li> <li>- Comprehensive pool of information about which education ecosystem in host country</li> <li>- Can be continuously updated remotely</li> <li>- Direct, visual comparison of educational systems of different countries</li> <li>- Many companies and stakeholders can be involved</li> <li>- Good with information concerning the host countries education system</li> </ul>	<ul style="list-style-type: none"> <li>- Accessibility to the database by Asylum seekers and refugees</li> <li>- Opportunities are restricted to a narrow range of high level expertise</li> <li>- Requires continuous and regular update and thorough check and balances systems</li> <li>- Difficult to increase the scope towards second tier educational institutions of refugees country as they do not have the credibility capital to be included in the list</li> <li>- A procedure that requires experts.</li> <li>- Can be difficult for the project's target group</li> <li>- Applicable only to subjects that are planning their migration</li> <li>- Applicable to subjects that have gone through the formal qualifications framework</li> </ul>	<ul style="list-style-type: none"> <li>- Check in advance the recognition of their degrees.</li> <li>- The increase of migrants within, for example, the health setting, might be of help for ameliorating services and health access for other migrants.</li> <li>- Possibility of increasing cooperation between countries by means of evidencing the profile of their education system</li> <li>- Raising awareness among potential migrants of specific opportunities in the labour market of the host country</li> <li>- National possibility of simplification of the educational integration in the target country</li> <li>- Ensuring transparency and visibility of the educational system at national level</li> <li>- Identification of an NGO to take over the database</li> </ul>	<ul style="list-style-type: none"> <li>- Languages limitation</li> <li>- Difficulties in getting agreements regarding norms and laws, which type of information are required for the recognition.</li> <li>- Difficulties obtain political consensus on recognising what information should be included</li> <li>- Complexity to map out structure, framework, governance, quality assurance procedures, public-private sector trends, and institutional status of the education system</li> <li>- Including education institutions without permission (data protection)</li> <li>- It requires strong involvement and link between decision makers</li> <li>- The cost of maintaining the database can be a threat</li> <li>- The need for continuous update of the database/ registry</li> </ul>

<ul style="list-style-type: none"> <li>- Easy to handle</li> </ul>	<ul style="list-style-type: none"> <li>- Cost for database maintenance</li> <li>- Difficulty in expanding the database to include also countries and institutions outside the EU</li> <li>- Not applicable for most of the refugees</li> <li>- More or less an instrument for migrants from well-developed countries</li> <li>- Not the first choice for handicraft business</li> </ul>	<ul style="list-style-type: none"> <li>updating after project lifetime</li> <li>- Real need for such a one-stop-shop in the EU.</li> <li>- Can be developed for other target groups</li> <li>- Can be adapted to an easier and smaller database</li> <li>- Migrants with a higher education are good “testimonials” for immigration politics</li> </ul>	
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***Differences between partner countries and obstacles***

On-line Data base will be realised by assembling a working group of different specialist and recognised professionals within the education sector (pooling experts in higher education and VET institutions) which will bring their expertise to profile and give an accurate account of the education system. Cooperation among education institution to map out the education system is key to the success of the task. Information will be offered in different languages. Due to our experience on disability, we are also considering to incorporate on-line assistive technologies to guarantee accessibility to the information for refugees with disabilities. Availability of the database alone can be useful for migrants that want to plan their migration and want to know a priori how the education system works in their new host country, as well as the equivalence of their degrees with the ones in the host county.

### 3. Pre-migration screening and examination

**Based on: Screening skilled migrants**

**Best Practice Short Description:** Key policy measures have included:

- mandatory pre-migration screening of credentials (undertaken on a fee for service basis by national or state/territory regulatory and other bodies);
- mandatory pre-migration English language assessment (with defined threshold standards required for speaking, listening, reading and writing);
- allocation of bonus points for migrants qualified in high-demand fields;
- immediate eligibility for international students to apply for skilled migration.

Four examination and two accreditation systems have been reviewed and approved by the AMC for the CA model of assessment, namely:

- the Professional and Linguistic Assessments Board Examination of the United Kingdom
- the Medical Council of Canada Licensing Examination
- the United States Medical Licensing Exam
- the New Zealand Registration Exam for Overseas Doctors
- General Medical Council accredited medical schools in the United Kingdom
- medical schools in Ireland accredited by the Medical Council of Ireland.

Strength	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>- Give migrants all the information needed to access the labour market</li> <li>- Promote access to specific types of jobs and enhance the match between requests and offers within the labour market.</li> <li>- Inform migrants of the requirements to officially validate their knowledge</li> <li>- Emphasises the importance of acquiring language skills from the host country prior to the migration</li> <li>- Based on a transparent point-based system migrants know already in advance if they are eligible for the labour market permit</li> <li>- Fast procedure</li> <li>- Reduces cost of on-site screening</li> <li>- Opportunity for high skilled students/migrants</li> <li>- Best way to get attractive for highly qualified people</li> </ul>	<ul style="list-style-type: none"> <li>- Limited to high level competences</li> <li>- Most of the migrants doesn't belong to the target group</li> <li>- Difficulties in political arrangements and decisions about the type and number of competences requested.</li> <li>- Calls for cooperation among professionals' associations and universities in sectorial working groups</li> <li>- Biased towards sectors with skills shortage or high demand in the host country</li> <li>- Requires a readjustment of the methods and systems used in the host country</li> <li>- Need experts for the assessments</li> <li>- Time assuming</li> <li>- Language barrier</li> </ul>	<ul style="list-style-type: none"> <li>- Enhancing possibility for refugees in gathering employment.</li> <li>-Offering more opportunities at least for some sectors of the labour market.</li> <li>- Reduce difficulties in entering the job market in the hosting country.</li> <li>- Set in motion cooperation dynamics between education institutions and migration officials</li> <li>- Address eventual lack of professionals in particular sectors</li> <li>- It facilitates the mobility of highly-skilled migrants</li> <li>- It allows controlled and long-term immigration of qualified employees</li> <li>- The important flow of migrants in the last years creates an opportunity for applying such methods</li> <li>- Being attractive for students</li> </ul>	<ul style="list-style-type: none"> <li>-Procedures and administrative practices might increase time and efforts needed by migrants for entering in the host country.</li> <li>- Resources to be allocated in other country in order to fulfil demands of pre-screening.</li> <li>- Increased burden for embassies or migration official to validate education credentials and screen knowledge of each individual prior to the displacement</li> <li>- Bureaucratic stress for the individuals who are forced to endure a parallel process in addition to the migration</li> <li>- Cream skinning refugees by preselecting only the high skilled and ready to contribute to the host country and rejecting the others.</li> <li>- The applicability of this approach depends on the collaboration with various organizations.</li> <li>- Cannot involve the right experts and assessors</li> </ul>

### ***Differences between partner countries and obstacles***

***In Italy***, for some years a certain number of foreign citizens have been admitted for work purposes and this number was defined every year by the Entry Quotas established by the Government of the receiving country. The EU Blue Card system is also inspired by this practice typology. The measure consists in providing with a permission to highly-qualified workers from outside the EU. The EU Blue Card guarantees their right to live and work in an EU country, as long as they have higher professional qualifications, such as a university degree, and an employment contract or a binding job offer with a high salary compared to the average in the EU country where the job is. The EU Blue Card applies in 25 of the 28 EU countries.

***In Austria***, the so-called Rot Weiss Rot Card is currently the key element of the national immigration policy towards (highly) qualified third-country nationals. It is a system of point allocation which set criteria principally include special qualifications and skills, work experience according to qualification, language skills, age and studies. It is aimed at highly qualified third-country nationals, skilled workers in shortage occupations, other key workers (e.g. athletes), graduates of Austrian universities and self-employed key workers. In other words, it is not focused on our target group and therefore the implementation of this best practice is not possible in LikeHome.

## 4. Information provision to migrants

**Based on: Danish Agency for International Education (DAUI)**

**Best Practice Short Description:** The DAUI is responsible for assessing foreign nationals' credentials with the goal of making entry into the Danish labour market and/or the undertaking of further education easier. Focus is increasingly on including informal credentials as well. The DAUI manages the system for assessing qualifications for Danish education and work visas. The DAUI has a central role in assessing the qualifications of highly skilled migrants, which Denmark seeks to attract, and facilitating recruitment of foreign workers to certain fields where there is labour shortage.

Strength	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>- Defines clear parameters for accessing the labour market.</li> <li>- This system facilitates the access of highly skilled position to the labour market.</li> <li>- Promote mobility within EU countries</li> <li>- Allow long term residence status.</li> <li>- Migrants become quickly employable</li> <li>- Easy adaptable to the labour market needs</li> <li>- Fast procedure</li> <li>- E-tools, counselling, group trainings and written advised messages</li> <li>- Helps attract highly-skilled personnel</li> <li>- Simplified procedures for skilled individuals and companies</li> <li>- The target group can enter the labour market in a faster way</li> <li>- Have advisors that are helping the target group</li> <li>- Less integration problems</li> </ul>	<ul style="list-style-type: none"> <li>- Limited access of refugees to lists of job positions.</li> <li>- Limited to higher education or regulated professions.</li> <li>- Need to sign previously the job agreement</li> <li>- The residence is strictly linked to the contract time</li> <li>- Focus only workers with HE backgrounds</li> <li>- Migrants need to have a job offer</li> <li>- The assessment doesn't fit to our target group</li> <li>- The host country needs to build up a system that can handle this procedure.</li> <li>- Predictability of labour markets is not that easy</li> </ul>	<ul style="list-style-type: none"> <li>- Great opportunity for high qualified migrants</li> <li>- If this system is shared within EU countries this might ameliorate access to labour market and advance planning of mobility.</li> <li>- Could be expanded to other nationalities and migrants background</li> <li>- Highly qualified employees become quickly available to companies</li> <li>- It facilitates the mobility of highly-skilled migrants</li> <li>- It allows controlled and long-term immigration of qualified employees</li> <li>- Can develop a information centre about where you can do the assessment</li> <li>- Can change the focus- can be on informal education and for low skilled migrants</li> </ul>	<ul style="list-style-type: none"> <li>- High dependency of employees on the employer.</li> <li>- Difficulties to perform specific and easy procedures for refugees.</li> <li>- Difficulties to define standards for manual and other low-level jobs.</li> <li>- Bureaucracy can be a burden</li> <li>- Only focus on high skilled migrants and the informal credentials can be forgotten</li> <li>- Does not solve the problems of refugees</li> <li>- Danger of a stronger split in the society</li> </ul>

### **Differences between partner countries and obstacles :**

**In Italy** entrance to the labour market is on demand, based on personal or one-to-one requests.

**In Spain**, the information can be found in the official web site of the Spanish Migration government:

<http://extranjeros.empleo.gob.es/es/InformacionInteres/InformacionProcedimientos/Ciudadanosnocomunitarios/hoja022/index.html>

**In Austria**, the so-called Rot Weiss Rot Card mentioned in the previous best practice model (pre-migration screening) has similar purpose as the assessment of migrant's qualifications by DAUI. What we can take from this best practice is the information system regarding the recognition and assessment of competences and qualifications which can be included in the database or in e-assessment tool.

## 5. Improved recognition procedures

**Based on: Field-specific innovation; entry to practice;**

**Best Practice Short Description:** Many credential recognition reforms have a health focus. To secure uniform registration and practice standards, based now on 14 national boards (commencing with medicine, nursing and midwifery, dentistry, pharmacy, physiotherapy, optometry, podiatry, psychology, chiropractic and osteopathy). Different countries approve:

- Professional and Linguistic Assessments Board Examination (UK)
- Medical Council of Canada Licensing Examination
- United States Medical Licensing Exam
- New Zealand Registration Exam for Overseas Doctors
- General Medical Council accredited medical schools in the United Kingdom
- Medical schools in Ireland accredited by the Medical Council of Ireland.

Strength	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>- Promote easy access to the labour market at least for some professions.</li> <li>- Reduces time and efforts in administrative procedures</li> <li>- It offers opportunity to recruit needed professionals.</li> <li>- Reduce bureaucratic procedures for both sides, refugee and country of reception</li> <li>- Allows for fast integration in the labour market</li> <li>- Reduces over qualification by recognising, selecting and directing individuals to the right accreditation system</li> <li>- Supervised supported internships in order to fast-track recognition</li> <li>- Simpler procedures for certain professionals</li> <li>- The method can be developed for other areas for low skilled migrants.</li> </ul>	<ul style="list-style-type: none"> <li>- Highly limited to specific high profiles of competence and education.</li> <li>- Based on the need of the host country job market.</li> <li>- Discriminate areas lacking political interest to be endowed with improved recognition procedures</li> <li>- External controls to validate if the simplified system is not accrediting non existing skills</li> <li>- Applies only to specific professions</li> <li>- Requires the collaboration of different professional associations and qualification bodies</li> <li>- Not applicable to refugees without formal proof of qualifications</li> </ul>	<ul style="list-style-type: none"> <li>- Offer migrants the chance to actually show and use their effective competencies.</li> <li>- Easy to configure in sectors with high-demand of professionals</li> <li>- Easy to extend to other policy reform agendas in the area of inclusion of refugees in the host country</li> <li>- Reducing skills shortage</li> <li>- Reducing skills mismatch and improving resource allocation</li> <li>- Opportunity for the target group to enter the labour market</li> <li>- Opportunity for companies to be involved in the development of the assessment.</li> <li>- Getting into a discussion about supranational standards</li> </ul>	<ul style="list-style-type: none"> <li>- Complex politically agreement needed.</li> <li>- Limited access to the public sector which in most cases requires fir assumption EU citizenship.</li> <li>- Requires complex political consensus on very sensitive issues</li> <li>- Difficult to adjust with other migration and knowledge accreditation policies</li> <li>- The involvement of companies does not working.</li> </ul>

**Differences between partner countries and obstacles :**

**In Spain**, the system reduce some of the bureaucratic requirements to fulfil for graduates from certain institutions of these countries: <https://www.mecd.gob.es/servicios-al-ciudadano-mecd/catalogo/educacion/gestion-titulos/estudios-universitarios/titulos-extranjeros/homologacion-educacion-superior.html>

**In Austria**, ÖJAB and die Berater carry out a similar system for recognition of prior knowledge for migrants. The proposed best practice already exists in Austria: [http://webcache.googleusercontent.com/search?q=cache:H\\_n-9mE3c58J:ec.europa.eu/social/BlobServlet%3FdocId%3D18263%26langId%3Den+&cd=2&hl=de&ct=clnk&gl=at](http://webcache.googleusercontent.com/search?q=cache:H_n-9mE3c58J:ec.europa.eu/social/BlobServlet%3FdocId%3D18263%26langId%3Den+&cd=2&hl=de&ct=clnk&gl=at)

Can be a useful method/tool if its adapted to low skilled migrants and in smaller scale and more user friendly.

## 6. Bridging programmes

### *Based on: Employment bridging programmes*

**Best Practice Short Description:** English language training is a pre-requisite for entry to professional upgrade programmes, typically offered on an accredited basis by the university and college sectors. There is strong employer support for these processes, primarily through provision of mentoring, guest lectures, and extended internship placements. These courses offered:

- a clearly defined pathway into professional registration;
- systematic revision of core nursing content, including anatomy, physiology and pharmaceuticals;
- training in essential equipment use, terminology, the health system, and jargon;
- information on initially ‘alien’ concepts such as duty of care, informed consent;
- ease of access to supervised clinical training places in hospitals;
- scope for extension or reduction in length, in the light of participants’ demonstrated work readiness;
- formally structured and defined skills assessment procedures in situations.

Strength	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>- Empowering refugees skills and possibilities to access language skills in specific domain of knowledge</li> <li>- Promote integration with people of the host country through meeting and social exchange.</li> <li>- Fostering acquisition of skills needed and access to the labour market.</li> <li>- Counselling on the right steps to capitalise previous knowledge to integrate in the host country labour country</li> <li>- Reduction of social exclusion</li> <li>- Access to knowledge</li> <li>- Simplified path towards professional registration</li> <li>- Language training is always important</li> <li>- Mentoring is the key for integrating migrants.</li> </ul>	<ul style="list-style-type: none"> <li>- Difficulties to have bridging programs for all types of job opportunities.</li> <li>- Possible limitation to access bridging programs by all refugees.</li> <li>- Difficulty to reach out every individual</li> <li>- Language barriers</li> <li>- Information should be accurate, updated and verified</li> <li>- Only aimed at high qualified persons</li> <li>- Low sensitization of local economy towards providing employment to refugees</li> <li>- Lack of synergy between local economy and education providers</li> <li>- Properly trained trainers will be required. This might need some time to fully implement.</li> </ul>	<ul style="list-style-type: none"> <li>- Increases opportunities to access the labour market</li> <li>- Information provision could be coordinated and provided in addition to other social interventions and employability measures already in place</li> <li>- Stimulation of active participation in the labour market</li> <li>- Stimulation of economic development and employment</li> <li>- Creation of a network of connections</li> <li>- Promotion of a new practices against discrimination and inequalities in the labour market</li> <li>- Using potential of newly arrived migrants and refugees</li> <li>- Highly skilled professionals can be attracted</li> <li>- Can be developed for different target groups with different needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Resources to be allocated on these bridging programs.</li> <li>- Organization, skills recruitment, involvement of private or public agencies.</li> <li>- Unbalanced distribution of the information among the refugee population</li> <li>- Favouring particular organisation already present in the sector</li> <li>- Government loans are not ensured</li> <li>- Reducing budget for labour market integration</li> <li>- Companies are not interested of be involved in this program.</li> </ul>

### **Differences between partner countries and obstacles :**

**In Italy** NGO and voluntary sector are more active in providing some types of bridging program available on a local basis.

**In Spain**, this service is provided by a decentralised network of NGOs and civil society organisations, which help to cover the void left by public organisations in this area. As such, the information is scattered among the network and the quality of the support received depends heavily on the individual skills of the refugee and the available assistance of the organisation dealing with the issue. Actions in this are included in “Reception and integration system for applicants and beneficiaries of international protection Guidelines”.

Examples of this work are:

- Red Araña-“Arraigo” programme: <http://www.empleoerred.org/arraigo.html>

- Inclusion programme of Spanish Commission for Refugee Assistance: <https://www.cear.es/sections-post/inclusion/>

However, the system could be substantially improved by building over the existing networks a coordinating public authority which provides with the protocols and guidelines, equips them with human and material resources, elaborates compendiums of accurate and officially approved information and trains to the associations and professionals working on these areas.

**In Austria** there is not a common centre/platform that offer bridging programmes. This kind of support is offered only by separated associations (e.g. CHECK IN project provides information to migrants, universities support refugees by offering their courses and lectures, etc.). See link below:

<http://www.anlaufstelle-erkennung.at/articles/view/14>

## 7. Host country language training

**Based on: English language training to secure registration and employment**

**Best Practice Short Description:** English language ability is critical to securing vocational registration in the knowledge economy. Possession of intermediate to advanced levels is mandatory in some professions including all health fields, engineering, teaching, the law and select trades. In the health professions, as demonstrated by a recent study, language testing represents the most formidable pre-accreditation hurdle. Language Knowledge of the host-country language is a key factor in determining the speed and success of integration – both economic and social. Language skills are an essential prerequisite in the ability of the foreign-born to form networks with the native-born population and search for a job. And, since both networks and employment are important routes through which to build further language skills, poor knowledge of the host country language can prompt a vicious cycle. In terms of the use of migrant skills, language abilities have not only a substantial impact on the transferability of skills, but are also a key component of further skill acquisition.

Strength	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>- Access to the job market, skill acquisition and wellbeing within the society of the host country</li> <li>- Availability of a vast number of public and not-profit organizations skilled for deliver this type of language training.</li> <li>-Implementation of short intensive courses for greater results</li> <li>-Great interest in user learning</li> <li>-Suitable materials</li> <li>- Different length and level of offered language courses</li> <li>- On a mandatory basis</li> <li>- Big relevance to the learners´ working lives</li> <li>- Applicable to any category of migrants and refugees</li> <li>- Important for integration in the society</li> <li>- Relatively simple to implement</li> <li>- Language training is very important and there are needs for this</li> <li>- Language is a bridge to the labour market and for social inclusion</li> <li>- Starting with language courses right at the beginning.</li> </ul>	<ul style="list-style-type: none"> <li>- Not all language training offer certificate and degrees recognized by the labour market</li> <li>- Networks amongst agencies involved with refugees might not always be efficient in connecting resources and opportunities for language training.</li> <li>- Efforts needed by both refugees and agencies to attend to and organize language training programs.</li> <li>-Courses too long</li> <li>-Lack of permanent financing</li> <li>-Lack of coordination between training agents</li> <li>- Work related language training would be necessary</li> <li>- Hard to find trainers who can deliver work related language knowledge</li> <li>- Difficult to find training material for work related language course</li> <li>- Often such programs are not sufficient for more advanced individuals</li> <li>- Need to find funding for language education/courses</li> <li>- Organization of the language courses could be a hurdle</li> </ul>	<ul style="list-style-type: none"> <li>- Increased social exchange and job access</li> <li>- Availability of different modalities to access language training</li> <li>- Combination of both methodologies: online and face-to-face</li> <li>-Integration of short online language tests is the e-assessment tool is possible</li> <li>- It´s a opportunity to involve volunteers</li> <li>- Could be applied to refugees easily too.</li> </ul>	<ul style="list-style-type: none"> <li>- Need of specific and qualified didactic techniques for language training, specifically focused on oral skills.</li> <li>- Instability of migratory projects</li> <li>-Changing situations of users</li> <li>-Lack of user commitment for training</li> <li>- Possible lacking of basic literacy skills</li> <li>- Long term budgeting is questionable.</li> </ul>

### **Differences between partner countries and obstacles :**

Taking into account the project duration, budget and framework it is difficult to implement language trainings.

For social inclusion and the opportunities to enter the labour market the language training must start early and its very important. Lack of language skills is one of the biggest barriers for migrants.

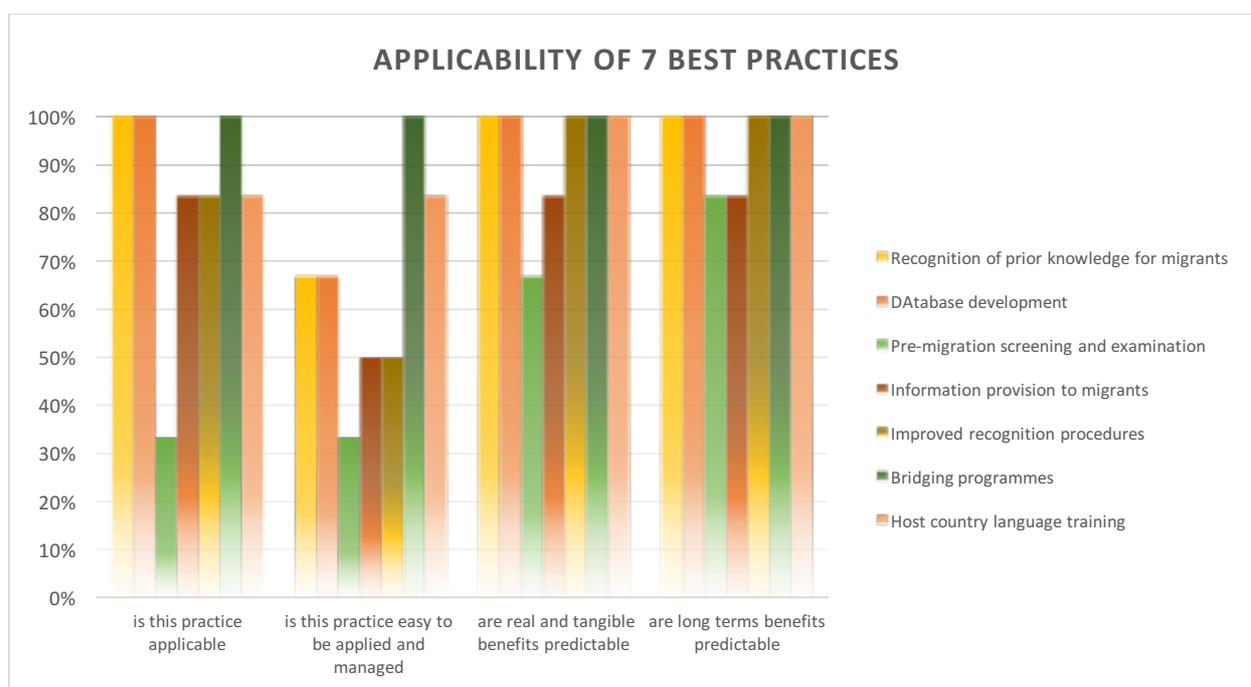
## SWOT Summary

The purpose of this report is to provide useful information to be used to underline and understand *strengths, weaknesses, opportunities, and threats* of adaptation of the seven mentioned best practices, based on previous analysis of them made by LikeHome partnership consortium:

Country	Analysis made by:
Italy	University of Bologna
Spain	University of Alicante
Austria	Die Berater and ÖJAB-Österreichische Jungarbeiterbewegung
Greece	EUROTRAINING
Sweden	Folkuniversitetet Kursverksamheten vid Lunds Universitetet
Germany	Landkreis Kassel

**Target groups** that were involved in this research are mainly non EU refugees with and without status, low skilled newly arrived migrants/refugees, unemployed migrants, refugees applying for asylum, newly arrived migrants from South-Eastern-Europe. Local economy representative, vocational education trainers' representative, government representative.

Results of the analysis of applicability of seven best practices



**SWOT Analysis**, was used as methodology able to bring us to define the *Strengths, Weaknesses, Opportunities and Threats* in the adaptation of the best practice cases in partner countries. Evidence of their effectiveness are collected and studied. Specific highlights are given to the particularities that need to be taken into account when transferring best practices to the target countries. SWOT summary is analysed and the final results are input for the Framework of the *LikeHome Erasmus Plus* project.

Conclusions of Applicability of seven best practices in terms of percentages are shown in the figure. After careful study of the answers to the four questions, results of the analysis of applicability of seven best practices can be presented in the next way. **Recognition of prior knowledge for migrants**, can be considered applicable (100%), real and tangible predictable best practice with only 23% of possibility to fail in management of the same. **Database development** can be considered applicable (100%), real and tangible predictable best practice with only 23% of possibility to fail in management of the same.. **Pre-migration screening and examination**, has some severe difficulties to be adopt and applied in partner countries. Only 33% of possibility to be applied, but if realised (in some way) most of the beneficiaries aimed that with proper organization there are a good chance to be successful (70%). **Information provision to migrants and Improved recognition procedures** are about 83% applicable best

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practices and with 100% of possibility that they will bring to long terms benefits. **Bridging programmes to support competency-based assessment** is 100% applicable in all partner countries. **Host country language training** is considered as a best practice with more possibility to be adopted in all partner countries and with 100% of possibility to obtain long terms benefits.