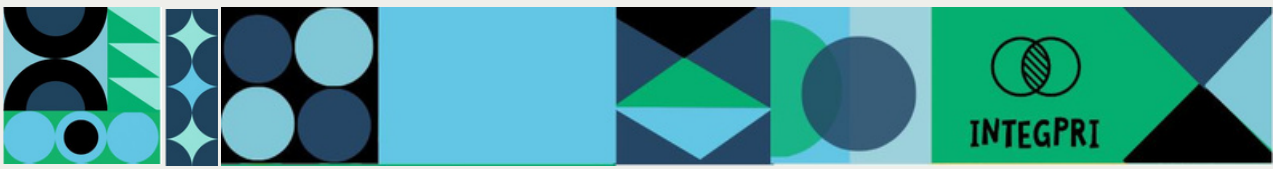




Chapter 2

**Overview of good
practices in refugee and
migrant education in
Europe**



Introduction

In this chapter, we have collected some methods and best practice examples from all around Europe and other parts of the world that support teachers and educators in their work with adult migrant learners.

These best practices help education institutions identify the best ways to acknowledge the prior learning, whether formal or informal, of adult migrant learners, including assessment methods and tools, testing scales and examination models and RPL guidelines, as well as supporting studies made on the topic.

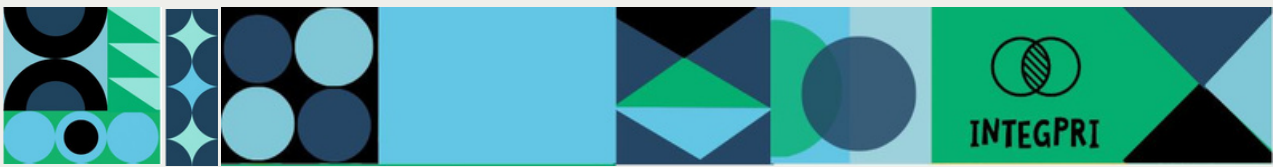


Image by Freepik



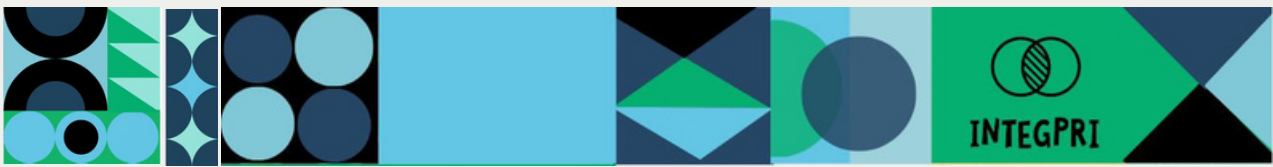
Resource 1: Elements of success: Finding good practices of integration for teachers with refugee backgrounds

Author/ organization	Published: 8. September 2021, Authors: Maija Yli-Jokipii, Lucija Zavrtanik, Nicholas Haswell ja Raquel Pinto-Bello
Title of the resource	Elements of success: Finding good practices of integration for teachers with refugee backgrounds
Type of the resource	Research report Project
Languages available	English
Country of implementation	Finland
Type of access	Free
Main description	<p>As part of a strategy to find more efficient ways to provide inclusive and sustainable education for all students, the European Union acknowledges the need to include teachers with immigrant backgrounds in its educational institutions. A European Union-funded Erasmus+ project called EMERgenCeS: Merging Refugee-Educators Competencies and Skills (KA204-060226) is creating guidelines for good integration practices for teachers with refugee backgrounds, particularly for those who received their educational training in their home country.</p>



Resource 2: A cross Canada study on Prior Learning Assessment and Recognition (PLAR)

Author/ organization	Six colleges and an independent PLAR consultant, Canadian institution
Title of the resource	A cross Canada study on Prior Learning Assessment and Recognition (PLAR)
Type of the resource	Research report Guidelines for school teachers/educators Journal
Languages available	English
Country of implementation	Canada
Type of access	Free online
Main description	A collaboration between six colleges and an independent PLAR consultant has studied Prior Learning Assessment and Recognition (PLAR) in a study conducted across Canada. The paper, "A slice of the iceberg," was created with the intention of giving institutions, governments, adult learners, and employers information to help them make decisions about how to fund, develop, deliver, use, and evaluate new and existing RPL services.

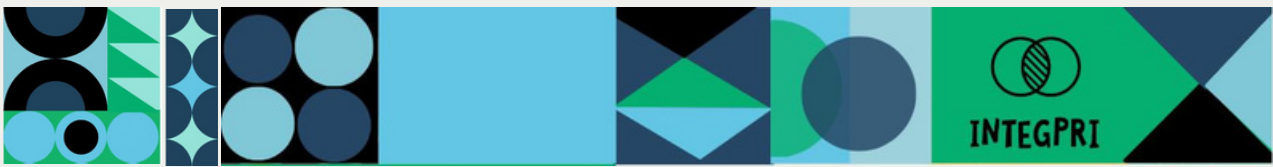


	<p>RPL assessment tools</p> <p>In order to detect non-academic prior learning, policies, and procedures, the development of assessment tools included creating screening interview manuals, information manuals, administration manuals, portfolio manuals, evaluation report manuals, and checklists. It also required precisely assessing and analyzing nonacademic learning in relation to the results of the institutions' programs.</p> <p>The following was discovered through research on the assessment techniques employed in Canadian institutions between 1993 and 1998 (Aart set al 1999:31):</p> <p>Challenge exam 57,2 Demonstration 27,4% Portfolio assessment 15,0% Work evaluation 0,4% Evaluation of military training 0,1% Standardised tests 0%</p>
<p>Resource URL</p>	<p>https://journals.co.za/doi/epdf/10.10520/EJC36837</p>
<p>Type of setting</p>	<p>adult education</p>
<p>Subject</p>	<p>SOCIAL SKILLS CULTURE LANGUAGE</p>

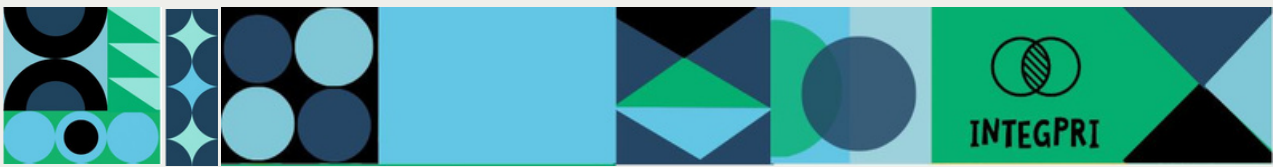


Resource 3: Credit for Prior Learning including PLA

Author/ organization	The Council for Adult and Experiential Learning (CAEL)
Title of the resource	Credit for Prior Learning including PLA
Type of the resource	Guidelines for school teachers/educators Website Council
Languages available	English
Country of implementation	USA
Type of access	Available after registration Payment needed
Main description	<p>Credit and assessment for prior learning</p> <p>A vital and effective strategy for supporting adult learners is valuing and granting credit for knowledge acquired outside of the conventional academic setting. The academic case for CPL is based on andragogic ideas, which hold that new learning is founded on experience. An adult learning program must respect that learning and assist the student in drawing meaningful links between their education and their employment. RPL evaluation tools include:</p>

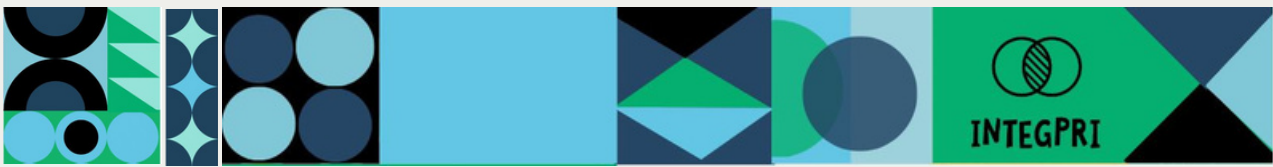


	<ul style="list-style-type: none"> • Standardized tests that have been created to evaluate knowledge and abilities acquired through extracurricular activities (like CLEP examinations). • These examinations are frequently used as final exams in the specified courses. • Assessment guidelines developed, for instance, by the American Council on Education. • Individual evaluations conducted by the university, such as portfolio reviews, oral interviews, and evaluations of certificates of achievement from recognized national organizations. <p>In the CAEL-WICHE study, on average, people with PLA/CPL obtained 17.6 more course credits than students who did not have PLA/CPL credit. This is because acknowledging prior learning encourages students to persevere and complete their studies. Furthermore, retention and completion rates are widely acknowledged as important performance measures for post-secondary schools, influencing the opinions of potential students, local authorities, and policymakers. Since 1974, CAEL, a nonprofit organization, has been a leader in adult education and a steadfast supporter of PLA/CPL. With decades of expertise in policy and practice, they have a vast and constantly expanding body of knowledge for developing a successful PLA/CPL program.</p>
Resource URL	https://www.cael.org/lp/pla
Type of setting	Council
Subject	SOCIAL SKILLS CULTURE LANGUAGE



Resource 5: Best practices for the integration of immigrants into the educational system (2016-2019)

Author/ organization	Finnish Education Evaluation Centre, in Finland, Elina Harjunen, tel. +358 29533 5506, firstname.surname@karvi.fi
Title of the resource	Best practices for the integration of immigrants into the educational system (2016-2019)
Type of the resource	Research report Project Guidelines for school teachers/educators
Languages available	English
Country of implementation	Finland
Type of access	Free
Main description	<p>Best practices for the integration of immigrants into the educational system.</p> <p>Through a national and international comparison, a project analyzing the integration of immigrants into Finland's educational system will be carried out in order to gather data on the best practices and operational frameworks for organizing educational services for immigrants. The evaluation also collects the most recent data from studies and evaluations on the subject. The goal is to improve integration through education in the academic areas that are given priority in the evaluation.</p>



	<p>During 2016 and the beginning of 2017, evaluation and research data were acquired on a national and international level using the Best Practices web portal at hyvatkaytannot.oph.fi/karvi as well as evaluation trips to Germany, Ireland, Norway, and the United Kingdom. Based on a needs analysis with a focus on various actors and research data, the choice of evaluation targets and the focus areas of practices to be researched were established.</p> <div data-bbox="635 752 1243 994" style="text-align: center;"> </div> <p>The best practices and operating models for integrating first and second generation immigrants, with an emphasis on lower and upper secondary education and their transitional phases, are among the focus areas of the evaluation study. Management procedures that support a school or educational institution that is linguistically and culturally diverse are also important to consider, as well as the integration training offered to immigrants.</p>
<p>Resource URL</p>	<p>https://karvi.fi/en/general-upper-secondary-education/thematic-and-system-evaluations/best-practices-for-the-integration-of-immigrants-into-the-educational-system/</p>
<p>Type of setting</p>	<p>adult education</p>
<p>Subject</p>	<p>SOCIAL SKILLS CULTURE LANGUAGE</p>



Resource 6: Recognition of Prior Learning for Highly Skilled Refugees' Labour Market Integration

Author/ organization	International Migration published by John Wiley & Sons Ltd on behalf of International Organization for Migration International Migration Vol. 59 (4) 2021, ISSN 0020-7985-
Title of the resource	Recognition of Prior Learning for Highly Skilled Refugees' Labour Market Integration
Type of the resource	Research report Scientific report
Languages available	English Swedish
Country of implementation	Sweden
Type of access	Free
Main description	Recognition of their prior learning is a crucial component in the integration of highly trained refugees. The subject of the recognition procedure, a person's formal and practical ability, is an area of concern. The object of the process, the refugees, is another issue. Starting with the individual and his or her background, expertise, and experience requires a different approach and set of outcomes than starting from the professional rules and the demands of the job market. The method of recognition is also to be considered. Recognition procedures may be viewed as only a question of classification and assessment, but this does not take into account that it is a learning process for the individual as well.

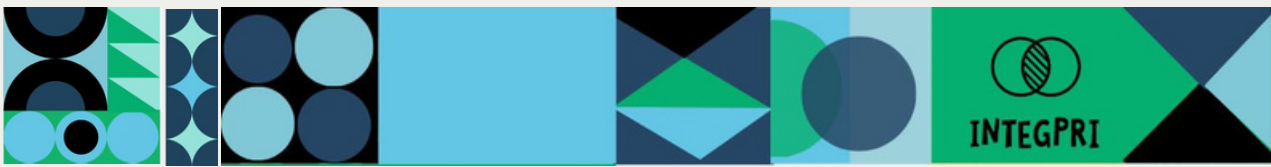


	<p>This article addresses problems and opportunities relating to the recognition of prior learning of highly skilled refugees in terms the areas of concern mentioned above.</p> <p>The prior learning of highly qualified migrants, either from formal education or from informal learning, should be essential in determining the demand, inclusion and integration in terms of their skills and competences in the labour market and society as a whole. Several policies and practical initiatives have been taken to facilitate labour market integration through processes aimed at the recognition of prior learning (RPL).</p>
Resource URL	https://onlinelibrary.wiley.com/doi/pdf/10.1111/imig.12781
Type of setting	Adult education centre
Subject	SOCIAL SKILLS CULTURE LANGUAGE



Resource 7: Recognition of foreign qualifications

Author/ organization	The Swedish Council for Higher Education (UHR)
Title of the resource	Recognition of foreign qualifications
Type of the resource	Research report Scientific report
Languages available	English Swedish
Country of implementation	Sweden
Type of access	Free
Main description	<p>In order to assist those looking for employment in Sweden, those wishing to pursue further education, or employers hoping to hire someone with foreign credentials, the Swedish Council for Higher Education (UHR) examines foreign credentials.</p> <p>An assessment of your foreign credentials can be useful if a migrants want to work or study in Sweden. The Swedish Council for Higher Education (UHR) provides two forms of free assistance for this. On their website, the individual can get a recognition statement or use the assessment service. When submitting a job application, the migrant can demonstrate both to a potential employer. A recognition statement is a document that shows the corresponding qualification in the Swedish education system. The application can be made on the website.</p>

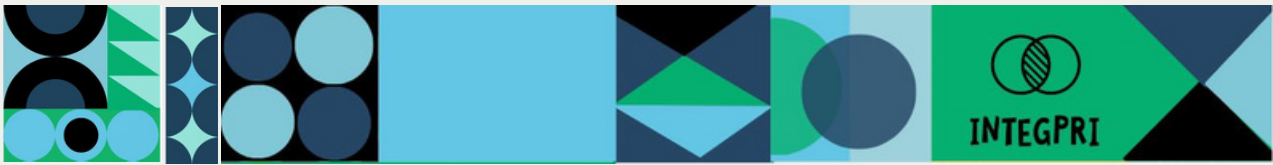


The screenshot shows the 'Qualifications Assessment Tool' page. At the top, there is a navigation menu with 'Recognition of foreign qualifications' selected. Below the menu, the breadcrumb trail reads 'Start page / Recognition of foreign qualifications / Qualifications Assessment Tool'. A button for 'Visa tjänsten på svenska' is visible. The main heading is 'Qualifications Assessment Tool'. The text explains that the tool compares foreign qualifications to Swedish ones and provides a search box for 'Select country of study'. A small diagram shows a 'Country Degree' being converted into a 'PDF' document. A note at the bottom states: 'Can't find your degree? Not all qualifications are included, however you can [apply for a recognition statement for all countries.](#)'

The Qualifications Assessment Tool on their website shows the migrant directly what their qualification corresponds to in Sweden. With their education documents, they can use the assessment as a basis in job applications. Some countries are not available in the online service, and in this case the migrant can apply for a recognition statement instead.

The screenshot shows the 'Application for foreign qualification assessment' page. The navigation menu is the same as in the previous screenshot. The breadcrumb trail is 'Start page / Recognition of foreign qualifications / Application'. The main heading is 'Application for foreign qualification assessment'. Below the heading, it says 'Log in using Electronic identification (eID)' and provides instructions for logging in. A list of steps includes: 'Send your application', 'Save your application and continue with it later', 'Follow your application', and 'Submit required documents to your application'. There are three buttons for login methods: 'Mobile BankID', 'BankID', and 'Freja eID Plus'. On the right side, there is a sidebar menu for 'Recognition of foreign qualifications' with options like 'Before you apply', 'Qualifications Assessment Tool', 'Digital recognition', 'Reports and statistics', 'The EAR Manual', 'Contact us about recognition', and 'Application'.

To continue studies in Sweden, the recognition statement for an upper secondary education shows whether the migrant is eligible for university studies, what grade point average they have and what subjects they are able to study. They do not need a recognition statement for their foreign qualifications to apply to higher education studies, but they can apply directly on the website at Antagning.se or Universityadmissions.se.

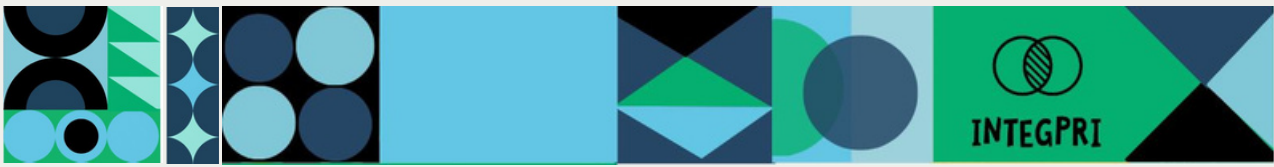


Resource URL	<p>https://www.uhr.se/en/start/recognition-of-foreign-qualifications/ https://www.uhr.se/globalassets/_uhr.se/bedomning/informationsblad/uhr-infoblad-engelska.pdf</p>
Type of setting	Council
Subject	SOCIAL SKILLS CULTURE LANGUAGE



Resource 8: OSKARI skills and competences mapping

Author/ organization	TE Office (Employment Services)
Title of the resource	Skills and competences mapping
Type of the resource	Research report Assessment method
Languages available	Finnish English
Country of implementation	Finland
Type of access	Free
Main description	<p>Skills and competences mapping for immigrants (OSKARI or OSKAR) mapping is a free service provided by the TE office in Finland. It is used in some VET education institutions in the capital area in Finland, such as Taitotalo and HYRIA. If a migrant has previous work experience e.g. in a restaurant, office, warehouse, hospital, nursery or many other fields, they can participate in the OSKARI mapping, an inventory of their skills and competences.</p> <p>Contents of the skills and competences inventory During the assessment, the migrant can tell the assessor about their skills and what they can do. They will also be asked to do tasks that they have said they could do, to demonstrate their skills.</p>



	<p>During the mapping, the trainer and the guidance counsellor will tell the migrant about the different possibilities to find a job or, for example, training courses that suit the person and help them to get a job.</p> <p>Finally, the migrant will receive a certificate that tells them about their skills. They can show the certificate to their employer when they apply for a job or to their school when they apply for a training place.</p> <p>The mapping takes 5 days: one day is 5-7 hours long and the mapping is scheduled between 9am and 3pm. The mapping sessions will take place in Helsinki or at the premises of a potential partner company in the Helsinki region.</p> <p>The languages that the migrant can participate in are Finnish or English, and in some cases, Russian.</p> <p>The mappings are organised in sectors such as social and health care, Information and communication technology, Cleaning, Building services, Construction, Business, Mechanical and manufacturing engineering, Restaurant and catering.</p>
<p>Resource URL</p>	<p>https://toimistot.te-palvelut.fi/uusimaa/paikallisetpalvelut/osaamis-ja-ammattitaitokartoitukset/maahanmuuttajien-osaamis-ja-ammattitaitokartoitus</p> <p>https://www.taitotalo.fi/osaamis-ja-ammattitaitokartoitus-oskari-urasuunnittelusi-apuna</p>
<p>Type of setting</p>	<p>Employment Services</p>
<p>Subject</p>	<p>COMPETENCE SKILLS LANGUAGE</p>