WP4

MAPPING OF PRACTICES OF ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION OF THIRD-COUNTRY NATIONALS STUDENTS –

Results of workshops with k-experts

INDEX

0.   Introduction

In the following report we present the results of fieldwork having been done in ARCKA Project in the time-period September 2011 – April 2012 in 5 of the 6 participating countries. The objective has been to run workshops with k-experts of institutional bodies which work in or are responsible for education, training, assessment and recognition of immigrants out the third national countries. The participants are listed in Annex A.

The expected results are best-practices, which have been collected in mapping-forms (Annex B). The detailed presentation will be offered as a toolkit.

For deciding which one of the wide range of practice could be a best one we used a chart including the man topics content, methods, accessibility, sustainability and quality control. The completed charts of all partners are to be seen in Annex C.

Annex D presents some material for visualisation of some practices.

The report starts with the presentation of national field work and results and ends with a summary and conclusion.

GERMANY (HANNOVER REGION)

1.   Introduction

We ran a huge workshop with more than 70 k-experts in September 2011. We needed to do it earlier than in the log-frame supposed, because of the time-table of important participants as for example employment agency or chamber of commerce.

Participants came out of different organisations which are involved in education, in job-coaching, in administration or regional economy.

We invited these representatives because all these organisations are related to the educational system and the labour-market and play therefore an important role for the integration of TCNs. Assessing prior learning and skills certification are important topics for all the participants for supporting their clients in an adequate and productive way under the goal of integration in education and labour-market. To invite representatives out of different types of organisation, bringing together teachers and responsible persons of administration gave all participants the chance for a vivid exchange of information indirectly and related to the own practical experience. Under this target we decided to organise one huge workshop and not several smaller ones. The results approved this approach and we got presentations out of three very different institutions and proposals for good practice. It has been impressive how many people and institutions work with our target-group and create methods and tools for counter problems included in this work every day.

The kind and status of participant organisations in detail:

1. Education: Teachers and responsible persons out of adult education centres, vocational schools.

2. Universities (Hannover, Münster, Hildesheim): professors, research staff, assistant professors

3. Jobcoaching: Federal employment office, Jobcentre, Guidance centre

4. Administration: Ministry of Lower Saxony for Education, women, family and integration; social democratic fraction of state parliament; fraction of the Green of City Council

5. Regional economy: Chamber of Industry and Commerce, Confederation of German trade unions, unions, small economy

6. NGOs which are involved into the integration of migrants….

2.   Topics of workshop:

a.   **Analysis of educational behaviour of migrants**

b.   **Activities on a political and public level**

c.   **Presentation of good practical experience and ideas with background and results**

2.1   Analysis of educational behaviour of migrants.

In the analysis there is no differentiation between migrants out of European countries or third national countries. We must presume that the educational behaviour not depends on being out of Europe or not for using the data for creating methods and projects for integration in education.

Mrs. Michaela Dälken, head of competence-centre Europe in the department "Migration and Qualification" of Confederation of German trade unions presented her analysis. Important data show us, that on one hand the enterprises need qualified employers, but on the other hand the participation in further training and education is decreasing, more in case of low level of education less of them with high level of education. Comparing the participation of German and foreign people we see, that less foreign people are participating in further education and training than the German ones. That means: many immigrants do no make use of the possibility to get a (certified) qualification in Germany on the basic of their own educational experience out of their homeland.

As reasons for this lack individual ones and structural ones are described:

- Lack of education in the home-country

- Lack of information in Germany about education, training and certification

- Lack of German language connected with fear of entering a place

- Lack of assessing qualifications

A law is in discussion for better and easier assessment of qualifications. It gives everybody the right of assessment, but the question of financing stays unclear and the development of training and qualification is not included in this law. The adult education centres as the educational system in total are not able at the moment to offer effective training and education to migrants. The external capital providers support short courses which are not eligible for getting a needed certification. Educating TCNs needs an individual approach related to the prior learning skills and a lot of support and time. Without additional (public) resources schools or adult education centres cannot do it.

2.2 Activities on a political and public level

In 2006 thie German government decided to facilitate the assessment and recognition of foreign certificates. The Brain-Waste survey and a hearing were organized by the German government and create expected results: about 20 % of migrants are working under their qualification. In 2008 the prime ministers of the federal states declared, that the legal basics for assessment and recognition of foreign certificates should be agreed between the federal states and the German government. The possibilities of recognition must be consistent and clear, the support to learn German has to decrease. But because of the federalism the federal states decide at least. Furthermore the assessment of informal qualification and general prior learning is not included in this process.

Following these direction the Ministry of Lower Saxony for Education, women, family and integration published a guideline for assessing foreign school-leaving certificates, vocational certificates and university certificates that includes:

- A fast overview about assessment in schools, vocational training and apprenticeship and universities

- Recognition of foreign school-leaving certificates

- Assessment of vocational qualifications

- Access to universities

- Working as graduate

- Recognition of titles and diplomas

- Links and addresses

All persons with a legal residence permit status have the right of assessment of all their qualifications in a time-period of 3 months. The assessment should account for the professional experience too. The goal of process is recognition, partly recognition and definition of further training. Networking of the involved institutions is one of the most important preconditions for being successful. To get the needed data for future decisions and reactions statistics about assessment, recognition, results and further training and qualification have to be conducted.

2.3 Presentation of good practical experience and ideas with background and results

Four very different practical examples have been presented in the workshop. The Anerkennungsberatung (Recognition Consultation Service) will work in the area of recognition of formal qualifications, the guidance for education and training gives support to get qualifications, the Integration piloting is a project for individual support and German for the Job is a basic qualification which is needed by most of immigrants and the retraining offers an accredited certification which is the same as at the end of apprenticeship. The good practice in detail:

2.3.1 Retraining for trade

In groups of 12-16 students out of several countries (including German ones) get vocational training in all the topics of the apprenticeship. Furthermore the VHS offer special training in German language for the students who need this (usually all migrants). The students are not allowed to communicate in the native language for avoiding cultural in-groups and separation and for the training of German language. For enable the students to start in the job-market they learn how to apply for a job in the right way and where to look for jobs. For empowering them in the competition to the young people who had successfully completed their apprenticeship in an enterprise the VHS offer in addition to the needed topics for the final exam lessons in English and computing with certifications.

Part of the training is an internship to learn how to behave in an enterprise, what the requirements are and to get practical experience. During the internship the students are supported by social education worker and have lessons one day every month for avoiding that all the learned subjects will be forgotten and to monitor the success of the internship. In some cases the students get jobs in these enterprises after having finished the training. The training is organised in fulltime and in part-time for young women who have to take care for children. This is important especially for the migrants because often they have a baby very young (comparing to the average age of German women). If these women do not start any kind of apprenticeship or training in this time of their life they will not be able to own their money when the children have been grown up. For them a part-time training is the best opportunity to get the needed skills and qualification.

The full-time training last 2 years (6 months of internship included) and the part-time 2,5 years (7 months of internship included).

2.3.2 Anerkennungsberatung (Recognition Consultation Service)

The Anerkennungsberatung is organised by the Hannover chamber of industry and commerce . It is the public organisation for assessment and recognition as decided in the declaration of prime Ministers of the German federal states.

The Anerkennungsberatung is the first contact point for immigrants who ask for assessment and recognition. In a time-period of 3 months their request has to be reviewed. The first step is the information about the procedure. The legal status is to be cleared because of knowing if someone has the right to ask for recognition. The most difficult step is the check of the needed documents. The immigrant has the task to organize missing ones but sometimes it is not possible to get them out of the home-country. Then it is very difficult to compare the experience with German qualifications. In the case of complete documents, the Anerkennungsberatung forward the immigrant to the right address for the requested recognition (chamber, university, Landesschulbehörde "regional school authority" and so on). If it is the task of the chamber they compare in detail the documents with the German qualifications, decide about partly recognition and recommend further education. A data will be created with the results of recognition for using in future and for getting an overview about family background, prior learning skills and qualifications.

2.3.3 Guidance for education and training

The guidance for education and training is organized by two adult education centres. The particular objectives are guidance and support which is independent of any institution or education centre. The goal is the best advice for the consulter and not to get him as participant of training or education in the own institution. The task is to support people in finding the right kind of training for getting basic qualifications and needed certifications, to forward them to specialized help desks and give information about financing further education (for example the special guidance for getting the "Bildungsprämie", which is a programme of the German government to enhance people with little income taking part in further education through paying half of the costs.) About 25% of the clients are third nationals from several countries.

5 advisers who have an academic degree in social science and a special qualification as adviser work in the guidance, which is situated in the centre of Hannover, well connected by public transport. The counsellors may make an appointment with the adviser by phone. In a first counselling dialogue the problems and requests are defined, the next steps are agreed. In case of request for recognition the counsellors check the certificates and ask the student about their professional experience and skills out of their social life with the help of a special manual before supporting them to contact the right institutions or to start further education. All people are welcomed friendly. There are no differences between welcoming German students or those from other countries.

The advisers keep records about all the counselling activities with the help of a standardized questionnaire. Feedback was given by another anonymous questionnaire. The analysis and evaluation is task of an independent institute.

2.3.4 German for the Job

In classes with 16-20 students, all of them with migrant background and more than 50 % third nationals out of several countries, lessons for the special linguistic requirements of vocational fields are offered. All students have to speak basic German (A2/B1) and need the

permission from the employment agency and employment permit. Before starting in "German for the Job" students have to pass one day of profiling for recognizing professional and school experience, level of German language and motivation. Because of these results students were assigned to the training.

The goal is that students are able to communicate in an enterprise, to learn all the specific needs of their aimed job and to get knowledge how to behave in a German enterprise. Lessons are daily from 8:00 – 13:00, the training takes 6 months and includes 4 weeks of internship in an enterprise. In this time the students are guided by a social education worker to support them in case of misunderstanding or intercultural difficulties. Sometimes students can get an apprenticeship or a job in the enterprise of the internship. If not the social education worker support them for starting further education, an apprenticeship or a job continuing to the training. Teachers in this training have an academic degree, a further qualification for teaching German to foreigners and a lot of professional experience. In "German for the job" the classes are evaluated by individual learning reports which are agreed in conferences.

"German for the job" is financed by the European Social Fund and the German employment agency.

3.   Ranking and stating of good practices

In the ranking of the presented good practices differences between the key-points are to be seen: one has a big amount of points in the methods, another one in the assessment. But in total all of them are in the range between 36 and 38 points, none of them has missed one topic in total. Thus all the practical examples can be stated as "best practice". Remarkable are the results in the methods: "German for the Job" has gotten most and the results in content and sustainability in which the "Anerkennungsberatung" has gotten a lot of points (see annex).

The Anerkennungsberatung is a very new project which is influenced by political decisions to pass a law which will give migrants the right to get a check of their certificates and information about their recognition in a time-period of 3 months. Therefore this project could be very interesting for the participants of staff-exchange and we have chosen it to be presented by the Chamber of Industry and Commerce.

4.   Results and Summary

Because of the topicality of the subject in relation to the political discussion about considering a law to arrange the recognition of non-German certificates in autumn 2011 we decided to run a workshop as part of the project earlier than in the working plan agreed. We invited teachers and social-education workers out of different educational institutes and for getting input and information representatives and stakeholders of several important institutions as for example the Chamber of Industry and Commerce and the Ministry of Lower Saxony for Education, women, family and integration. Because of the lively interest the workshop started with about 70 participants. At first we have been a little bit unsure, if it would be possible to arrange such a huge event with the target to present good practice and to discuss it in a serious way. But the quality of input and presentations and the open and friendly atmosphere produced a successful workshop. We got interesting results and the participants have been very satisfied. The decision to run this workshop at that moment was absolutely right

because all participants have been very interested in the topic because of the public discussion.

The presented good practices all have gotten very good rates in the ranking for best practice. That shows the quality of the workshop impressively.

Italy (Galdus, Milano)

1. Description of fieldwork

In the Italian context, we organized three workshops with different topics each:

- transition to work;

- passages in scholastic system and guidance;

- practices related to the recognition of competences in vocational education centres (3).

In these workshops we first exposed our main results from the research phase and we discussed with participants about the main toping, asking to integrate them, starting from their own experience.

1.1 Targetgroup (kind of participants, organisations)

Each workshop involved people working in the school system, or as intermediary between vocational schools and companies, experts of educational system and practices at foreign people.

The project envisaged the involvement of 40 subjects. Galdus reached a heterogeneous sample of 25 persons in n. 3 focus groups.

Data collection was completed with these numbers because, at the end of the third focus, the information collected were redundant compared to the topics. At a methodological level, in fact, it has been reached the "saturation of themes": new data didn't produce new information.

1.2 Topics of the workshops

Workshop 1: transition to work

Focus group carried out on 5th of January 2012 in "Galdus" centre highlights that the transition of foreign people from vocational school to work depend largely on **the role of companies** that have some own criterions to select new employees.

K-informants discuss about **the possible use of a "certification of competences"** and they affirm that rarely a company ask this kind of documents. As some participant remarked also the personal curriculum vitae does not assume a great importance, instead references of school and intermediaries plays the most important role. The "certification of competences", in their opinion, could be interesting more for the candidate than company, that usually prefer to test directly skills and performances of candidate.

Some participants reported that in some cases there is **a problem of "terms"**. It is difficult for candidates (Italian or foreigners) to translate in "words" their own abilities, skills, knowledge or competences. Sometimes the CV says some things and the candidate is not able to do them, or it doesn't say things that candidate is able to do.

Probably, in the Italian system, is not widespread the idea of a "certification of competences" that requires a **new way to consider relationship between vocational centres and companies**.

Some participants explain that some companies ask to have "only Italians" or "only foreigners" and they affirm also that is not a problem of racism but of practice reasons (like religious habits during Ramadan period for Muslim people fasting who cannot do strenuous activities or, in general, manage pork). In general opinion of participants, usually companies **don't distinguish between foreign and Italian people**: they just want to know if people are able to do work. Some companies don't want have only people coming from just one country because they could speak all the time in their language, others want to have people coming from the same country because they can get along better. Reasons change from each company and each work context.

Another important difficult is related to **the "equipollence" of qualification** for foreign students. Some of the participants involved in focus group indicate this like the most important obstacle of our system: people arrive usually with a "translation" of their qualification, but it is impossible to use that like a document recognized by the law. Some people have also a degree, but it is impossible to recognize that.

A participant told the example of a doctor coming from Somalia who had to start over his degree in Italy to exercise his profession.

All the participants indicate this like a big obstacle in the work field of foreign people and **hope a simplification of bureaucracy.**

Finally people speak about some their **daily good practices to accompany people during the transition to work**. For example, some young people use a too informal style to relate to employers and they risk to lose a work place for this reason. In lots cases the school or the intermediaries offer some "simulations of first interview" to help people (Italians or foreigners) to have a professional style of relationship in those situations.

There aren't usually big differences between Italians and foreigners, the only can be related to "documents" or practical problems linked to the recent migration in our country. In this case the intermediaries offer some indication to find social services helping to solve those problems.

Workshop 2: passages in scholastic system and guidance

Focus group carried out on 15th of December in "Cavalieri" centre highlights the **main difficulties faced by immigrant students** when they enter in the scholastic system: these are linguistic, cultural and related to integration in general. As some participants remarked, **language** is the main problem for foreign students. Particularly, language to communicate in everyday life is considered difficult to acquire and it is the basis for enormous difficulties for students not able to follow lessons. Moreover, also teachers are in difficulties and they have to slow down the program.

Probably, linguistic problems could be caused by the so called **"monolingual" approach** into our scholastic system.

Another difficult is related to cultural and familiar differences linked to various traditions. Some of the teachers involved in focus group indicate the misunderstanding of cultural roots of immigrant pupils as a basis for the difficulties in integration of such students.

Linguistic and cultural barriers don't allow these guys to choose on the ground of their **actual competences**, also because teachers are not able to get these competences during the curricular lessons and the tests. **Choices** on the school to be attended by pupils are usually made by the families and **foreign pupils' families** often make these choices on the basis of advices by parents or relatives. In other cases teachers of secondary lower school orientate foreign pupils to **vocational education centre**, just because of the language difficulties that they had not be able to overcome, even in the cases of pupils with a high potential. As a consequence, **school dropout** of foreign pupils is very frequent and often it is caused by a wrong path into school choice and not by a weak will in proceeding the studies.

Sometimes teachers noticed that many schools are not able to manage foreign students because they don't have adequate tools, so **teachers transfer them**, increasing the students' feeling of inadequacy. Most participants in the focus group stated that **schools are not sufficiently prepared** for an adequate welcoming of foreign students, especially because entrance tests are almost never made. For these students, this represents a misunderstanding of which should be their educational paths, and sometimes they decide to leave the school or, as happened in some cases, even the country.

Some teachers reported that the best period for foreign students' integration is between primary school and secondary lower school. In fact, according to their opinions, in this period minors can "acquire" behaviours and attitudes from Italian ones, but at the same time they move away from the family of origin, and this fact is caused by a **lack of dialogue** also between school and families.

Trying to overcome these difficulties, sometimes a work based on **students' skills** is proposed: this kind of work forces teachers to subtract time to curricular lessons, and they are worried about the fact that sometimes pupils don't even realize that they are actually learning. Such skills are usually evaluated through tests, but, again, the linguistic problem is present.

Speaking about good practices to adopt for the welcoming of foreign pupils and their insertion in a class, teachers proposed some possible solutions: in their schools, some teachers **meet and dialogue with students and parents** at beginning of the year, which is also very important in order to inform the family about the functioning and the rules of the school. A teacher refers about a project aimed at **acquiring knowledge about culture of origin** targeted to Italian and foreign students and which produced a report concerning culture of each target, also with interviews to parents. Teachers think that this project is very useful for a deeper knowledge of the history behind these students.

Some teachers wrote some **books targeted to foreign students**, in order to facilitate their comprehension of language and of didactic contents. Finally a teacher tells about a proposal regarding the **help from foreign family already in Italy for several times, to those just arrived**. It concerns a help both on social dimension of integration and on formal information (also the simple translation of scholastic bureaucratic forms).

Workshop 3: practices related to the recognition of competences in vocational education centres

Focus group carried out on 10th of January 2012 in "Enaip Lombardia" centre highlights that the main problem related to the integration of foreign pupils in schools and in vocational education centres is related to the **language**. K-informants observed a **low** threshold of **awareness about school guidance** and integration of foreign people and teachers have to face a lot of difficulties when managing this kind of situation in secondary lower and secondary higher school. Often, the choice that favour vocational education courses for foreign people is caused by a prejudice: to study in these schools no special intellectual abilities would be required.

In vocational education centre, entrances are not managed by a selection based on individual skills and competences: students are chosen following the enrolment order and in some cases, students outside the selected list are helped by counsellors to another branch of studies or another type of vocational education centres. Some guidance practices actually exists but k-informants detect a **lack of economic resources** useful **to organize supporting courses** (example of courses for the teaching of Italian L2 which could permit to foreign students to acquire the knowledge of Italian language before entering in secondary higher school or in vocational education centres).

A key characteristic for vocational education centre is related to **internal path** covered by students. According to teachers' opinion, it is useful to focus the attention on practical works to be carried out by students, involving them in stages into firms, but the problem is that often, starting to do a job, **students decide not to finish** the vocational education study course.

Vocational education centres **take care of some formal certifications** (like the CV assessment and the portfolio competences) that Italian and foreign students need to enter in labour market and try to keep in touch also with other help centres targeted to young people, as guidance centre. Indeed, **non formal and informal certifications** aren't included in such practices.

Speaking about useful practices for foreign students, k-informants mentioned a project with **educative and recreational activities** both for foreign and Italian pupils, aimed at foster cultural integration. Main problem related to this type of activities is financial: when there's a lack of economic resources, initiatives are smaller, like small on-site visits and football matches.

Moreover, it has been underlined again the problem related to language: **using a simple language** is considered as good practices by k-informants. It is necessary, according to their opinion, to maintain a sort of educative sensibility, which can be able to motivate pupils (and in particular foreign students) to stay in the educational system.

2. Presentations of good practice

We then selected some practices that we consider more interesting and innovative in our context. The "good practices" come from different fields of education: ordinary school, vocational school, higher education and extra school services that offer special services to education system. All these experiences have a strong presence of foreign students and

elaborate particular devices to empower competences, overcome inequalities, exploit specific skills of this specific population.

3. Stating and ranking the good practice

We select these "good practices" using the general criteria developed by ARCKA partnership. These criteria are: contents, methods, accessibility and quality of control.

With regard to the Italian context, we identified another criteria "Context / network around the target." This criterion represents:

1) the network of local services with which it is necessary to work (eg. service for the job search, school, desk for foreigners, etc..), but also the network to which the foreign citizen has to face for different reasons (eg. residence permits, school, placement office, etc..);

2) the parental/friendship network of foreigners (young and adults), important in the process of social inclusion, cultural and working.

This criteria emerged in the previous phase of field research and it has been considered as fundamental by key Informant.

First of all, we select:

1) EASY Centre – employment service of Galdus Cooperative Society that obtains 50 point: 18 points in the "Content", 16 in the "Methods", 4 points in "Accessibility", 5 points in "Sustainability", 6 points in "Quality Control" and once one points in the specific criteria "Context / network around the target";

2) Learning week that obtains 46 points: 13 points in the "Content", 16 points in the "methods", 4 points in "Accessibility", 4 points in "Sustainability"; 6 point in "Quality Control" and 3 points in the specific criteria Context / network around the target;

3) the project "Non uno di meno" that obtains 45 points: in particular 12 concerning contents, 15 concerning methods and 6 quality control;

4) the guidance activities (incoming / outgoing) from the educational path and during the training that obtains 40 points: 13 points in "Content", 14 points in "Methods", 4 points in "Accessibility", 2 points in "Sustainability"; 6 points in "Quality Control" and 1 point in the specific criteria Context / network around the target;

5) the project of "Fondazione Politecnico" that obtains 37 points: in particular 15 concerning contents and 6 accessibility;

6) "Passaggi", a project that obtains 35 points: in particular 12 concerning methods and 6 regarding quality control.

To complete the evaluation forms of practices good - especially for activities Galdus (Learning Week; Guidance and Easy centre) - we interviewed people who are tutor / teacher (Learning Week), guidance counselor (Guidance) or operator in the service (Easy Centre).

The following table summarizes the good practices mapped, the total scores achieved and those specific for each area of the mapping form.

Good practices in Italy: summary of the ranking activity

Organization	Name of the practice	Content	Methods	Accessibility	Sustainability	Quality control	Other	Total ranking
Galdus	Centro Easy	18	16	4	5	6	1	**50**
Politecnico Foundation	RPLO	16	8	6	3	4	0	**37**
Galdus	Learning week	13	16	4	4	6	3	**46**
Province of Milano	Non uno di meno	12	16	4	4	6	3	**45**
Galdus	Guidance activities	13	14	4	2	6	1	**40**
Vodafone Foundation	Passaggi	8	14	4	2	6	1	**35**

4. Summary and results

During the activities related to the leading of workshops with scholastic and vocational education operators, some main focuses emerged, as we report below:

1) the importance of the context and of the network of relationship, both for actors working with foreign pupils and for the same TCN people. For operators, the advantage occurs because the contact with the territory is very important for the insertion in the educational system and in the labour market, for the social support, for the tutoring, etc. TCN pupils, indeed, take advantage from the personal network of relationships (relatives, Italian or foreign friends, etc.) and from the territorial one (knowledge of the territory, of public and private services, of recreational and cultural organizations, etc.), because the network supports their social, educational, working, cultural and linguistic insertion.

2) Some legislative / normative restrictions don't allow the realization of some activities and the starting of specific paths for TCN pupils. Existing practices on certification of non formal and informal competences have usually important limits, they are still at experimental level and they are not specifically targeted to foreign pupils. This is the cause, in positive terms, for the activation of bodies and organizations working on Third Country National people in the definition of practices useful for the insertion of foreign pupils in their educational / working path, for the tutoring during their cultural, social and linguistic insertion. For these reasons, practices defined as "good practices" by participants in workshops are actually not encoded processes, which responds to the real needs of young and adult Third Country Nationals;

3)   Language is considered as a "barrier" in the dialogue, but every k-persons underlined their ability to communicate with foreign pupils through the use of other more clear and simple languages;

4)   To listen to TCNs' special needs is very important, so as a welcoming activity able to satisfy their real needs, as well as an accompanying path, in order to foster a full effective insertion in the different context (both training and work). This is the ground for, especially in the case of Third Country National pupils, the involvement and the taking care of pupils' family or parent (which often is experiencing a difficulty situation)

5)   The use and the verification of formal documents aimed at inserting in the educational or working path. In both cases (even if in the case of schools practices are more slender), the course for the obtaining of the official document, for the equipollence of study levels, for the collecting of evidence in the case of non formal and informal certification is lengthy and complicated;

6)   In the area of insertion in the labour market, a valorisation of contributes from competences portfolio is seen as important, with regard to firms which are going to employ labour forces coming from scholastic and vocational education systems;

7)   Some school operators identified the work based on student's skills as important in order to overcome the listed difficulties, but this kind of work subtract time to curricular lessons and teachers are worried about the fact that sometimes pupils don't even realize that they are actually learning.

Given these considerations, elements which contribute to the identification of a good practice in the Italian context are listed below:

a)   a specific attention to the context and to the network of the TCN people (both personal and territorial)

b)   the use of simple languages to communicate

c)   an adequate information on the territory, on useful services, on opportunities and bonds (even normative)

d)   a continuous accompaniment of the foreign pupils and, in some cases, also of the family. Some k-persons referred about successful cases, like peer learning activities between Italian and non-Italian parents about welcoming procedures and information on scholastic system or on single school;

e)   a simplification of bureaucratic practices, which constitute, in some cases, a bond for an effective insertion in the scholastic system or in the labour market. It seems that in the Italian context the diffusion of codified, widespread, shared and simplified practices, which foster the recognition of school levels, the knowledge acquired in formal non-formal and informal contexts and which support their insertion in educational / working paths are necessary.

BELGIUM (Nouveau St. Servais)

1. Introduction

1.1 Context Analysis

Considering the size and sociological weight of new migrations, the need for an effective public policy, particularly oriented towards the reception of newcomers, is felt in Belgium and elsewhere. Indeed, everyone should be able to find its place and bring its uniqueness to the social body. Therefore, a number of practices, methods and tools are put in place to receive and direct the newly arrived foreign public sometimes in situations of acute vulnerability and insecurity. As part of the educational and learning systems, of interest to us here, we met different social actors working in the field of education to understand and then select some "good practices". All have in common to be involved in a conception of social and educational life based on solidarity and collectivity.

Some contextual elements seem essential to recall briefly before presenting the selection of some Belgian practices considered good practices in relation to a number of criteria.

First, we must understand that the only existing device in the French Community of Belgium in terms of reception of newly arrived pupils is **the educational and welcome structure called: bridging classes.**

Without going into details about the system of bridging classes, it is interesting to note that during meetings with a number of school principals or teachers, it appeared that this educational structure, imperfect but having the merit to exist, is still relatively unknown.

Although each school headmaster receives an information circular from the Ministry, the fact remains that in the field, all education professionals do not really know the reality of this device, the requirements to implement such a structure in their school or are not trained to welcome the public it serves.

However, once such a device is set up in an institution, it is clear that teachers, coordinators and directors are most often proactive and above all trying to implement an education adapted to the student's life course. However, this adaptation of teaching methods to the young newcomer has inevitably a risk inherent in the existence of this differentiated welcome policy: the stigma of public identified to its integration problems.

Therefore, the determination of the practices identified in this report was done by always having in mind the idea of integration of the new migrant student so he can benefit from enhanced support to overcome as quickly as possible difficulties related to his exile, and in the interests of the whole school and by extension, the whole society.

The practices selected are nearly all set up as part of an educational structure "the bridging class" also referred to as "transition class", in French "classe-passerelle" whose operating system should be recalled:

PRIMO-ARRIVANT

CONDITIONS À L'INSCRIPTION

être arrivé en Belgique depuis moins d'un an, être âgé de moins de 18 ans, et être ressortissant d'un pays bénéficiant de l'aide au développement de l'O.C.D.E. (condition excluant les pays tels que les U.S.A., les membres de l'U.E., l'Australie, le Japon...)

DEUX CATÉGORIES

DEMANDEURS D'ASILE (ou accompagnants)
RÉFUGIÉS RECONNUS (ou accompagnants)

OU

AUTRES
(en cours de procédure de regroupement familial, titre de séjour limité ou illimité, sans papier, visa touristique, visa d'étudiant, apatride...)

CLASSE-PASSERELLE *

INSCRIT ADMINISTRATIVEMENT EN
(fréquentation : une année au maximum)

PHYSIQUEMENT EN
classe de français intensif et/ou classe « ordinaire »

au terme de la classe-passerelle

ORIENTATION SUR BASE

DE LA DÉCISION DU CONSEIL D'INTÉGRATION ÉLARGI (C.I.E.)
délivrant une attestation d'admissibilité à l'enseignement secondaire (6ème année exclue)

[ou D'UNE ÉQUIVALENCE DES DIPLÔMES DU PAYS D'ORIGINE
donnant un accès à l'enseignement secondaire (6ème année exclue)]

OU

D'UNE ÉQUIVALENCE DE DIPLÔMES DU PAYS D'ORIGINE
donnant un accès à l'enseignement secondaire (6ème année exclue)

ou DE L'ÂGE
- de 16 ans -> 1ère D
+ de 16 ans -> 3ème P

Alain Clignet - coordination de la classe passerelle du Campus Saint-Jean - Bruxelles
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* créée par le décret ministériel du 14 juin 2001
http://www.enseignement.be/index.php?page=23628&rea=11728&id_page=23672

1.2 Selected methodology

To determine some good practices of reception, assessment, accreditation and certification of knowledge and skills of young foreign newcomers in the school system in Belgium and monitoring their school career, we relied on a qualitative methodology as required by the project: focus groups with teachers and related professionals, coordinators or school referents. The focus group is a qualitative research method. It allows using an empirical approach to determine within a specific cultural, social or ideological group, here teachers or related professionals in daily interaction with third-country national newcomer students, the response of this group and the attitude it adopts with regard to this audience, its tools and work practices, and the context in which it operates.

A total of forty teachers were to be grouped by us and we were to discuss the issue as part of workshops. However, given the little time we had, and the reality in the field taking into consideration the school holidays and school examinations during which we could not implement these workshops, we could only organize a single focus group by ourselves on January 18. This workshop was attended by representatives from four secondary schools in Brussels, Namur and Gilly.

We nevertheless managed to meet a number of teachers or education staff through workshops held during a two-day symposium entitled: *Minors in exile in schools: Current status, tools and prospects***1***.

So these are a total of over 27 teachers, with a clear overrepresentation of those belonging to bridging classes, who helped us highlight certain practices as being particularly effective and modelled. Thanks to exchanges and sometimes lively discussions with these "spokesmen" of a high quality educational system but not without flaws, we selected practices on the basis of five major categories of evaluation criteria (themselves divided into as sub-criteria):

1.   Content of the practice

2.   Method

3.   Accessibility

4.   Sustainability

5.   Quality control

These are dozens of practices, local or more institutionalized, which are implemented in schools all across Belgium, and the creativity of some teaching staff to enable young third country foreign nationals to have a differentiated adapted support is noteworthy.

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1 This symposium took place on Thursday and Friday December first and second, and was organized by the Belgian Red Cross and the Association of Cities and Towns of Wallonia and the Federation of CPAS in Louvain-La-Neuve as part of a project co-financed by the European Fund for refugees.

Unfortunately, we cannot present in this report all these field practices, rich in meaning and sign of voluntarism and inventiveness.

We selected six practices divided into two main groups:

- Practices falling under reception
- Practices relevant to the orientation
-

2. Concrete Practices (see ANNEX 3)

2.1 Practices Falling under Reception

2.1.1 School in the French Community, Information Booklet for Migrant parents

Tool created and presented by Emilien CLONAN, education coordinator, in charge of the MENA, Department for the Reception of Asylum Seekers of the Belgian Red Cross.

This booklet (31 pages) was produced by the Belgian Red Cross with funding from the European Fund for Refugees and in partnership with the French Community. This booklet has been translated into seven languages (Albanian, Arabic, English, Farsi, Russian, Serbo-Croatian).

It informs in an illustrated and didactic way about:

- What the school can provide the child
- The need to learn how to speak, read and write
- The importance of obtaining diplomas particularly to find a job more easily
- The opportunity to learn about Belgium and to encourage integration
- The rights and duties of parents, students and the school
- The organization of the Belgian school system
- The politico-administrative system with the three Communities, and its public, private and confessional schools
- The division of school in Belgium into three levels (kindergarten, primary, secondary and special education also)
- The structure bridging classes and the conditions for admission
- The educational staff, school enrolment, and conduct of the school year
- Sanctions for non-compliance to the rules
- The conduct of sport classes
- The utility of the class diary
- The usefulness of school mediators
- The opportunities in case of academic problems of the child or any other problems at school
- The lexicon and glossary of diplomas

With regard to the criteria used to evaluate each practice, we considered it as**2**:

   ✓   a highly innovative and essential information practice

   ✓   specifying its objectives,

   ✓   being particularly adapted to the needs of migrants,

   ✓   affordable and easily replicable in other European countries,

   ✓   Being easily modified and re-evaluated.

2.1.2. Welcome Notebook in Bridging Classes

Tool created and presented by Daphné CLAMOT, coordinator and teacher in bridging classes, Lycée Mixte François de Sales, Gilly.

This 14-page book is a small format welcome tool distributed to each student newcomer entering transition class at the Lycée François de Sales.

This book allows the student to introduce himself, to write down the names of his teachers, and it informs him in a fun and illustrated way on a number of practical elements such as:

• the school schedule,

• the necessary school supplies to have in class and for physical education class,

• the rule to follow in class and at school (with a signed contract apprenti-sage),

• the contract for the use of the French language within the transition class,

• basic words and phrases or emergency

• the words of politeness,

• the plan of the establishment, practical information on the cafeteria and on the itinerary to get to school by public transportation.

Like the Red Cross booklet for migrant parents, this welcome notebook is an information tool that can be listed among the "best practices" in that it responds positively to a number of evaluation criteria**3**:

   ✓   it gives clear information to the student,

   ✓   it ensures the active participation of the student,

   ✓   it is particularly suited to the needs of migrants,

   ✓   it is affordable and easily replicable in other schools and other European countries,

   ✓   it allows students to experience a sense of achievement,

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2 Cf : Annex 6 – evaluation grid – criteria for good practice: Red Cross booklet for migrant parents

3 Cf: Annex 7, evaluation grid – criteria for good practice – Welcome Notebook

✓   it is durable yet can be easily modified and re-evaluated.

2.1.3 Welcome Process

Practice implemented and presented by Alain CLIGNET, coordinator of bridging classes, Campus Saint-Jean, Molenbeek, Brussels.

The welcome practice set up by the Campus Saint-Jean is a course in 4 stages:

- **Individual welcome and registration**: interview with the student and his legal representative for about two hours, during which the coordinator of the CLAPA (classes-passerelles = bridging classes) will present the Belgian school system, the system of the institution and of the CLAPA.

During this first phase of reception, the coordinator passes assessment tests to determine the student's academic profile and to steer him either towards intensive French class, either to immersion or to literacy class.

*These multilingual assessment tests*4 are in the student's native language (10 possible languages). This assessment in the original language of the pupil allows that knowledge can be assessed based on the history of the young. He will not be disadvantaged because he does not know the language of the host country. If the young is able to understand, read or write in his language, he will only need to learn the communicative part. In contrast to a student who does not know, the problem will then be considered as a language problem rather than a linguistic one.

After the testing, the student signs a *language contract5* (29 languages) in which it is stated that the language that students must use in the classroom is French, not for the purpose of eradicating the language of origin but to enhance the mastery of French as a vehicle to integration processes.

The first stage ends with the administrative enrolment of the student in the facility.

- **Information on the transition class:** This information is done in groups of a few families with a translation made if needed by a family member. This phase takes place during the registration period earlier in the school year.

- **Introduction of the educational team:** This presentation is collective (general meeting with teachers, students and parents) and it takes place the first day of school. It is for all families. During this presentation, the objectives of the school year are recalled. Former newcomer pupils were asked to do the translation.

- **Presentation and information on the report cards:** shortly before delivery of the first report card, a general meeting with students, parents and teachers is being organized again. Again, these are former newcomer students who are involved in the process of translating and thus valued for their contribution.

The welcome process is a multiple practice in that it includes several basic reception elements (information, enrolment), elements of assessment (multilingual testing), signing of a language contract and the continued involvement of parents or guardians in the registration process or later in the schooling of their children. According to the various evaluation criteria

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4 Cf : annex 3

5 Cf : annex 4

used to select practices as part of Phase 4 of this project, we believe that the welcome course is a "good practice" **6**because:

✓ it gives clear information to the student,

✓ it assesses knowledge and formal qualifications,

✓ it ensures active participation of the student,

✓ it is particularly suited to the needs of migrants,

✓ it provides monitoring and support

✓ it is replicable in other schools and other European countries, but is slightly less affordable than the practices previously mentioned,

✓ it allows students to experience a sense of achievement,

✓ structure implementation can be used in the long run,

✓ it is durable yet can be easily modified and re-evaluated.

2.2. Practices Falling under Monitoring and Counselling

2.2.1 Individual Learning Plan

Practice implemented at the Lycée Mixte François de Sales in Gilly and presented by the educational team of the transition class

The individual learning plan is a four-page document containing essential information about the student. Initially this tool was not designed for young newly-arrived immigrants. It has been adapted to these particular students to allow a better understanding of their human and academic profile and better tracking of their life course and their school career.

The Individual Learning Plan contains the following information:

• Full identity of the student

• Legal representative

• Language (s) spoken (s)

• Registration Date

• Detailed information on the school career of the young before his arrival in the establishment

• The reasons for his registration

• Information that may affect learning

• The plans and expectations of the student in terms of orientation

• The resources and the difficulties encountered (in case of difficulties, the actions implemented, stakeholders, timelines and assessments or adjustments)

• Information on his entering the transitional class with date and comment

• The results of his French tests with date and comments

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6 Cf : annex 8 - evaluation grid – criteria for good practice: Welcome Process

• The school career of the student in high school (monitoring post-transition class)

The PIA (Plan Individuel d'Apprentissage) is a practice that skilfully responds to the following selection criteria**7**:

- ✓ it assesses knowledge and formal qualifications,

- ✓ it is particularly suited to the needs of migrants,

- ✓ it provides monitoring and support,

- ✓ it is affordable and replicable in other schools and other European countries,

- ✓ it can be used over the long term,

- ✓ it is durable yet can be easily modified and re-evaluated,

- ✓ it can attest to the strengths and weaknesses such as passing exams, dropout rates,   continued learning, obtaining an internship or a job.

2.2.2 Guidance Counselling

Practice presented by Yohann FLEURY, teacher and coordinator, Institut de la Providence, Anderlecht, Brussels

The guidance counselling set up at the Institute of la Providence is a practice aimed at providing the young migrant coaching to enable him to build his life project in a perspective of counselling and training. This practice helps avoiding orientation errors, but it can also transform the illusions of the student and / or his family into a search for a career plan consistent with the reality of his personal and legal situation in Belgium.

Achieving this objective involves:

- • The presentation to the student with the full offer of education (courses and types) and training;

- • Awareness of a reflection on the construction of a professional project or training;

- • As part of a proactive approach, the implementation of appropriate means to inform the students on the diversity of professions and enable them to make a positive choice (taste tests, questionnaires, educational visits to the Profession and Job Fair with different level language groups, job shadowing, meetings with professionals);

- • The program of discovery and counselling scheduled throughout the school year;

- • Support and monitoring of the students by an educational staff trained and accustomed to working with this audience,

- • Evaluation of the overall school situation of the student from his prior academic documents, a thorough interview, the experience he acquired in different areas (formal and informal qualifications),

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7 Cf : annex 9 - evaluation grid – criteria for good practice: Individual Learning Plan

- The development of tools and various presentation resources aimed at the young migrant: to understand his track record, his school career in Belgium, the construction of his professional project (list of documents provided for one same country, a comparison scale of education in each country in relation to education in Belgium, creating interactive documents to present the different field of studies - technical, vocational, transitional, creation of an area" info", paper and virtual directories, brochures, presentation of schools and learning centres with consideration of potential gaps in French, posters on trades, exhibitions, multimedia presentation documents, cards on jobs and presentation folders)

- The setting up of dynamic workshops to assist in the determination of the young's project: analysis grid filled by the student based on a variety of tastes and abilities, comparison to the cards presenting the trades, fun puzzle of discovery to help the young understand "Who he is", "What he will do tomorrow" and "What he will become", dialogue with the educational team and then search for the most suitable training that can lead to performing the chosen trade; Then search for the school that will provide this training, partnership agreement and active cooperation between institutions.

This guidance counselling, extremely comprehensive, educational and fun, allows taking into consideration, in addition to the reception and information upon entering the facility, the overall life project of the young migrant, his career beyond his stay in bridging class or in a structure for intensive learning of French, and thus promoting his welfare.

This practice meets many criteria for assessing a "good practice"**8**:

- ✓ it assesses knowledge and formal and informal skills,
- ✓ it allows describing the skills and the skill supply,
- ✓ it increases the chances of obtaining a skilled job,
- ✓ it specifies the objectives,
- ✓ it ensures active participation,
- ✓ it allows the young to experience a sense of achievement,
- ✓ it is innovative,
- ✓ it is particularly suited to the needs of migrants,
- ✓ it provides monitoring and support,
- ✓ it is affordable and replicable in other schools and other European countries,
- ✓ it can be used over the long term,
- ✓ it is durable yet can be easily modified and re-evaluated,
- ✓ it he can attest to the strengths and weaknesses such as passing exams, dropout rates, continued learning, obtaining an internship or a job.

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8 Cf : annex 10 - evaluation grid – criteria for good practice: Guidance Counseling

2.2.3 Extended Integration Counselling

Practice common to all bridging classes in Wallonia and in the region of Brussels-capital.

Transition classes are not limited to the teaching of French: the objective is the socio-cultural integration of young newcomers into mainstream education. To do this, extended integration counselling takes place at the end of the studies in the bridging class. It has been established in each school offering this welcome and educational structure.

Composition: it consists of the school principal (or his delegate), teachers in charge of the bridging classes, a member of the PMS centre (psycho-medical-social centre) and a representative of the Jury of the French Community.

Competence: The Integration Counselling may issue a certificate of eligibility to join in any year of secondary education to refugees, minors who have applied for recognition as refugees, minors accompanying a refugee or a person who applied for recognition of refugee status, but who can not prove the success or attendance of the previous school year. The student must be enrolled in bridging class. The other students - not asylum seekers, undocumented illegal, those who come through the family reunion - who can not prove the success or attendance of the previous school year are systematically shifted towards a grade level that do not necessarily match their capabilities: 1st differentiated for children under 16 years, and 3rd vocational for those over 16 years.

This practice allows teachers who monitor these students to determine the most appropriate level at the end of the course, making the educational criterion take precedence over the administrative criterion.

This practice meets certain evaluation criteria[9] such as:

- ✓ Assessment of knowledge and formal qualifications of the student,

- ✓ Description of skills and skill supply,

- ✓ Increased chances of getting a skilled job,

- ✓ It spells out the objectives,

- ✓ It ensures active participation,

- ✓ It allows the young to experience a sense of achievement,

- ✓ It is innovative,

- ✓ It is particularly suited to the needs of migrants (although very selective),

- ✓ It provides monitoring and support,

- ✓ It is affordable and replicable in other schools and other European countries,

- ✓ It can be used over the long term,

- ✓ It is durable yet can be easily modified and re-evaluated,

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[9] Cf : Annex 11 - evaluation grid – criteria for good practice: Extended Integration Counseling

✓ It can attest to the strengths and weaknesses such as passing exams, dropout rates, continued learning, obtaining an internship or a job.

This practice has been presented by many teachers as being too exclusive (too many students are excluded because of their legal and administrative status), but we have nevertheless decided to present it here as a "good practice ". We have selected it against the evaluation criteria to which it responds and also because this practice would allow, if it were open to all young migrants, whatever their legal status under the law on entry and residence and if they were unable to obtain equivalence, for the students not to be sent in classes whose level does not match their skills, simply because they can not prove their level of education and their knowledge acquisition through official papers.

3. Conclusion

Selecting good practices on the intake, assessment, recognition of skills, knowledge acquisition, monitoring and guidance and aiming to foster human capital of children of foreign origin in teaching and training in Europe was an arduous task as the evaluation criteria of the practices were multiple.

We tried to focus our analysis on practices taking into consideration:

• The heterogeneity of the target audience both in terms of nationalities, of residence status, levels of training / education, ages and languages spoken.

• The anticipated needs: in general, the welcome need and the need for comprehensive and rigorous information whether they be academic, legal or social; the understanding of the young as a whole; the mutual knowledge of certain codes, of certain habits that can facilitate the relationships with others by avoiding, in particular, a number of misunderstandings; the need to master at least one of the languages of the host country; the need to define a life project and a professional or training one; the need to be heard, understood, supported, advised, oriented; the need to embark on a training program that matches one's interests and skills.

Certainly there exist many other practices that would have also deserved a presentation, but those selected here have characteristics such as being groupable, as forming a logical body of reciprocal obligations, from which could stem an interactive process nearly complete in which both the schools / training centres and the migrant pupils could take a commitment as part of a qualitative integration course, which would value more the human capital.

Spain (ARCKA Junta de Andalusia - Universidad de Huelva Team)

1. DESCRIPTION OF FIELDWORK: FOCUS GROUPS

1.1. Five Focus Groups celebrated in the Andalusian Region

Date	Place	Name of Organization
FG1 – 26 Jan 2012, 10.15 h.	Sevilla	C.P. San José Obrero (*)
FG2 – 30 Jan 2012, 10.15 h.	Marbella (Málaga)	I.E.S. Guadalpín[10] (**)
FG3 – 2 Feb 2012, 12.30 h.	Sevilla	NGO Andalucía Acoge[11]
FG4 – 7 Feb 2012, 10 h.	Huelva	Colegio Salesiano "Cristo Sacerdote" Huelva. Branch of Vocational Training[12]
FG5 – 8 Feb 2012	San Roque (Cádiz)	I.E.S. 'Carlos Castilla del Pino'[13]
Interview 6 – 1 Jun 2012	Huelva	Responsible of the Permanent Secretary in charge of the University Certification Platform (CertiUni). Board of Spanish University Chancellors (CRUE)

(*) Notes: C.P. = Colegio Público (Public School). (**) I.E.S. = Instituto de Enseñanza Secundaria (Secondary School or High School)

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[10] http://www.guadalpin.es/.
[11] http://www.acoge.org/.
[12] http://www.salesianos-huelva.com.
[13] http://www.elorienta.com/castilladelpino/; http://iescarloscastilla.blogspot.com/.
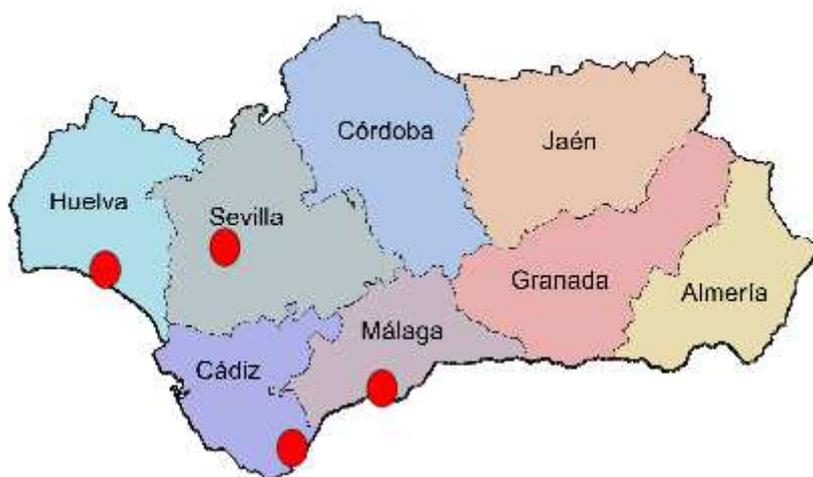
1.2. Selection of participants in Focus Groups

Different criteria were followed to select the centres where fieldwork was going to have place. We tried to select centres with TCNs in different provinces in Andalusia, in capitals and non-capitals, representing different stages in the education system (primary, secondary,…), to cover not only the targeted ages (11-25 y.o.), but also different stages of education: Compulsary Primary Education, Compulsary Secondary Education (E.S.O.), Lower/ Superior Level Vocational Training (CFGS, CFGM), Baccalaureate, Initial Vocational Training Programs (PCPI). At the same time, the fieldwork tried to cover "regular" education and "second choice" experiences of education (especially PCPI); and also "State Centers and "State-subsidised" ones (semi-privates). Covering that wide sort of ages/ centres/ experiences, diversity and different experiences easily emerged. In this report we also included data obtained in a previous fieldwork phase, through an individual interview carried on with an expert proceeding from the Andalusian Employment Service. The topic of the interview was the process of recognition and certification of professional skills and competences acquired in informal and no formal processes. This practice, developed in a context of a European, national and regional legislative framework, has been also selected to be presented here.

a. C.P. San José Obrero, Sevilla

This centre was selected in the capital of the Andalusian region, considering the high number of TCN foreigners in that area. The centre is considered a good example of Good Practice of Educational Integration in Primary by the Regional Ministry of Education (Consejería de Educación, Junta de Andalucía). It has got around 408-410 students, and 50 per cent are of foreign origin and from 24 different countries. This center was assessed by the Andalusian Public Administration as "Centre of Difficult Performance" (*Centro de difícil desempeño*). Centres located in urban areas considered at risk of social exclusion are included in this category. This centres receive more support in terms of resources offered by public administration.

b. I.E.S. Guadalpín (Marbella, Málaga)

This is one of the biggest educational centres in the province of Málaga, with a wide and diverse educational offer and around 1200 students and 90 teachers. It offers Compulsary Secondary Education, High and Lower Vocational Training, and

Formation oriented toward Labor Market, as Initial Vocational Training (PCPI) adapted for students with special needs or courses for accessing to non Compulsory education. The centre is placed in one of the province with most TCN in Andalusia.

c. NGO Andalucía Acoge (Sevilla)

This organization is selected as good example of the kind of "Intercultural Mediation" that is made in all the Andalusian region since at least a decade. The organization provides services in the complete region in coordination with all types of education centres at different educative levels. It offers to the educational centres a service of intercultural mediation, funded by the regional administration through annual calls for grants. Two members of the NGO participated to the focus group.

d. Secondary School 'Carlos Castilla del Pino' (San Roque, Cádiz)

In the focus group six people participated, representing five different profiles internal to the organization, and one external consultant proceeding from the provincial centre for training of teachers, components and role are listed below. Participants in this group were selected with the aims to have all the level and areas of teaching represented. The election of the centre was made in order to cover an important and particular area regarding migratory phenomena in Andalusia, i.e. Algeciras city and its surrounding area near the Strait of Gibraltar. This educational provider is a public centre that offers secondary mandatory level courses as well as initial vocational training. It also offers medium and high grade of vocational training and baccalaureate level. Consequently, the age range of students in the centre covers from 12 years old to 18 for mandatory levels, and over for advanced courses. Approximately 220 students assist to mandatory levels, 20 in initial vocational training and there are around 20 foreigner students in the centre. 100 students assist to baccalaureate courses. Some other foreigner students assist to vocational training levels and baccalaureate.

e. Colegio Salesianos. Branch of Vocational Training (Huelva)

Salesianos is semi-private educational centre (Catholic) located in Huelva where Pre-Primary, Primary, Secondary, and Vocational Education (Inicial, Lower and High) is taught. The centre was chosen by their innovative and integrative branch on Vocational Centre, including Initial Vocational Centre (PCPI) for students that did not achieve Secondary education at the age of 15-16 y.o.

f. Permanent Secretary. University Certification Platform (Huelva)

University Certification Platform is a new national way to achieve very valuable certifications labour markets. It has been promoted by the Board of Spanish University Chancellors (CRUE) and has a Permanent Secretary in Andalusia (University of Huelva). It is a quick, economic and reliable way of certification through which the assessment, and certification of competencies in three important areas for the labor market (languages, computing, and personal competencies) is made. It was included as 'good practice' because any person (university or non-university, national or foreigner) can access to the platform and achieve a valuable certification issued by the Universities (CRUE), the Spanish Confederation of Employers' Organizations (CEOE) and the Ministry of Education. Though this Certification Platform is in its

beginning, it can be considered a new and potent way for TCN students to be certificated their previous and new learnings.

1.3. Topics of the Focus Group

All the groups lasted around 1.30-2 h. In the first part, participants presented their organization (aims, structure and, concerned levels or type of education or vocational training, age of users and presence of TCN among them) and their role and functions in it. In the second part, different practices developed in by the organization were presented and analysed.

Though the main topics were included in the *"Data Form for Mapping of Actions"*[14], during the focus groups other "practices" emerged, some of them as result of the regional policies that have been applied in the region (under an institutional framework), but others were specifically designed by particular centres. Next section briefly explains them.

2. MAPPING OF PRACTICES

2.1. Presentation of PRACTICES: INVENTORY

During the Focus Groups different "practices" were emerging through the discussion. We could consider as "practice" that type of actions that centres/ staff usually do as result of instructions they receive, or resulting of their own decision-making process. In that sense, some practices were "institutionalised" ones (as promoted by the regional government and specific regulations), while others have been emerging in daily life from centres, NGO, or experts working in that area.

In this section we expose these practices as an inventory of them (but not all of them are applied by all the centres). If considered a TCN immigrant, the exposition goes from a theoretical beginning of the process in the education centre, till the exit or leaving of it (from pre-welcoming to certification and leaving the education system, including intermediate stages as reported in Scheme 1).

Scheme 1. PRACTICES (Logic Order)

Pre-Welcoming	Welcoming	Tracking	Follow-up Integration	Assessment Certification	Follow-up after Leaving
Line of Time					
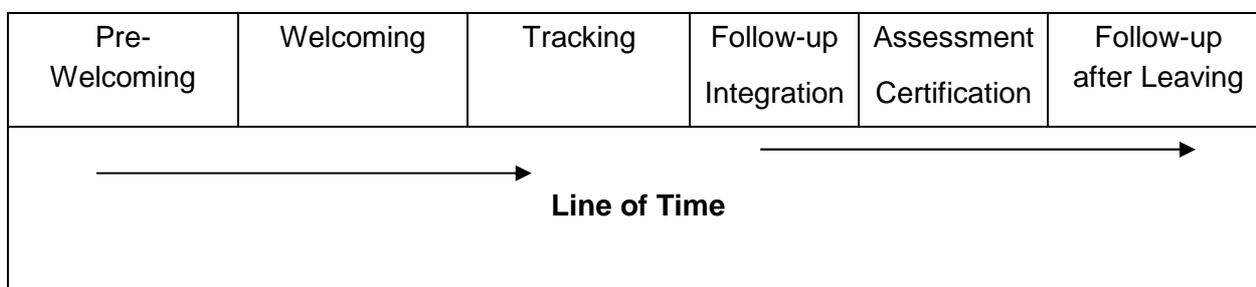
Source: Own elaboration.

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[14] Main activities for assessing and recognition of prior learning and skills certification; projects or experiences in the center/ institution for assessing and recognition of prior learning and skills certification; welcoming; settling in class; monitoring; recognition, validation, certification of competences, prior learning/ skills evaluation protocols; other practices TCN (see complete Data Form, WP3).

Focusing now on "Practices" more than in the "centres" we detected different transversal experiences that were difficult to separate from the other actions usually developed simultaneously. Chart 1 shows and differentiates among educational levels and the types of practices that can be found there. In the first row we show some common practices (usually institutionalised ones all over the Andalusian region[15]), and in a second one we specify if they were found and exposed through our fieldwork (we include in brackets the centre or institution that participated in the Focus Group where that practice was reported). The Chart distinguishes between practices developed in different educational stages. After that, we briefly expose each practice, before entering in the discussion and delimitation of "Good Practices". See Annex 2 for a list of all the identified practices.

Chart 1. Inventory of PRACTICES

	Primary	Compulsary Secondary	Vocational Training (Initial, Lower, medium, high and informal lifelong learning)	University
Common	- Welcoming	- Welcoming	- Welcoming	- Open Day (University)
	- Intercultural and Social Mediation	**- Intercultural and Social Mediation**		- Counselling and formation for Access to University (Selectividad) Examinations
	- Linguistic and Prior Learnings Tests	**- Linguistic and Prior Learnings Tests**		- Information, Counselling and Formation for transition from Higher Vocational Training to the University (Graduate Programs and recognition of subjects-credits)
	- Linguistic Adaptation (ATAL)	- Linguistic Adaptaton (ATAL)		- Dissemination and information of recognised

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[15] But sometimes applied in a different manner depending on the centres and their peculiarities.

				University Courses without special pre-requisites
	- Educational Reinforcement	- Educational Reinforcement		**University Certification Platform (Certiuni)**

Note: In red those practices selected by the "Good Practices" reporting.

Chart 1. Inventory of PRACTICES (cont.)

	Primary	**Compulsory Secondary**	**Vocational Training (Initial, Medium, High, and formal/informal lifelong learning)**
Specific by participants in Focus Groups	- Welcoming	- Welcoming	- Welcoming
	- Intercultural and Social Mediation (San José Obrero)	**- Intercultural and Social Mediation (Andalucía Acoge, (Carlos Castilla del Pino, Guadalpín, San José Obrero)**	**- Intercultural and Social Mediation (Andalucía Acoge, Guadalpín)**
	- Linguistic and Prior Learnings Tests (San José Obrero)	**- Linguistic and Prior Learnings Tests (Carlos Castilla del Pino, Guadalpín, San José Obrero)**	**- Linguistic and Prior Learnings Tests (Salesianos)**
	- Transition Program from Primary to Secondary	- Transition Program from Primary to Secondary (Guadalpín)	- Transition Program from Primary to Secondary (Salesianos)
	- Informative meetings with families (San José Obrero)	- Provisional Registration (Guadalpín)	- Provisional Registration (Salesianos)
	- Family Mediation or Preventive Work with Families (San José Obrero)	**- Family Mediation or Preventive Work with Families (Guadalpín)**	**- Family Mediation or Preventive Work with Families (Salesianos)**

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	- Assignation by Age for Primary and Secondary with the possibility of making more flexible the assignation depending on the tests	- Assignation by Age for Primary and Secondary with the possibility of making more flexible the assignation depending on the tests	- Open Day (Salesianos)
	- Reduction of Absenteeism (Ciudad de los Niños y San José Obrero)	- Following-up of Practices in Companies (Guadalpín)	- Interviews with students and/ or families (sometimes tutors, social workers, counselors, teachers or other professionals)
	- Linguistic Adaptation (ATAL)	- Linguistic Adaptation (ATAL)	**- Transversal Mentoring (Salesianos)**

Chart 1. Inventory of PRACTICES (cont.)

	Primary	Compulsary Secondary	Vocational Training (Initial, medium, high levels)
Specific by participants in Focus Groups		**- Transversal Mentoring**	- Peer Mentoring or Mentoring Students (Carlos Castilla del Pino)
	- Informative meetings with families	- Interviews with students and/ or families (sometimes tutors, social workers, counselors, teachers or other professionals)	- Individual Interview (Salesianos)
	- Educational Reinforcement	- Educational Reinforcement	- Following-up Tests to determinate if they are ready for

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			Practical work in the market
		- Labour Guidance	- Labour Guidance (Salesianos)
	- Curriculum Modifications and Adaptations	- Curriculum Modifications and Adaptations	- Curriculum Modifications and Adaptations
		- Student representants as gatekeepers (IES Carlos Castilla del Pino)	- Following-up of Practices in Companies
			- Following-up till six months/ one year later of achieving the certificate (Salesianos)
			Recognition of professional competences acquired though informal learning processes (on the job, no formal training, etc.)

Note: In red those practices selected by the "Good Practices" reporting. In brackets those centres where practices were identified through discussion.

2.2.. Inventory of PRACTICES: Brief description of Practices

All the practices included here were reported through focus groups. All of them play a role as facilitor of processes of welcoming/ tracking/ following-up/ integration/ certification, and so on. **In blue transversal or repeated practices in different moments of the process.**

PRE – WELCOMING AND WELCOMING

2.2.1. *Open Day (Jornada de Puertas Abiertas)*

Some education centres have an "Open Day" in which students coming from Compulsory Secondary centres of the complete province can visit them, ask for questions about their formation, certificates, facilities, registration, curricula, norms, etc. In the case of Salesianos

and Initial Vocational Training (PCPI), this visit is directed especially to students that are not going to finish Secondary and they can apply for a second opportunity (if dropout). There is a visit, information talks, chats, etc.

2.2.2. Transversal Mentoring (Acompañamiento transversal)

Guidance and support provided to Vocational Training students since their student first contact/ visit to the centre. If the student is not finally admitted, he/she is advised of other possibilities, even if sometimes he/she is referred to other competent centres/ specialist. Coordination with other NGOs and Institutions is, consequently, very important here.

2.2.3. Welcoming (Bienvenida)

An Andalusian institutionalized protocol (for Compulsory Primary and Secondary) that establishes a first interview between the student/ family and somebody from the Directing Board in Primary (usually the Headmaster, Head of Studies or Secretary) or the Guidance Counselors or Orientation Department (Secondary). This interview is focused on the formalities for applying to the centre, to know which one is the centre assigned to the student by the Department of Education (at provincial level), etc. The majority of interviews use to be in the complete period between March or April (Official Registration Dates), but it could be at any moment if necessary (new students, movings, etc.).

2.2.4. Peer Mentoring or Mentoring Students (Estudiantes mentores)

Guidance and support provided to new students by other experimented students.

2.2.5. Interviews with students and/ or families (sometimes tutors, social workers, counselors, teachers or other professionals)

These interviews are focused on getting information on prior learning, specific needs or problem of new students, and/ or to offer information about the centre, its functioning and how the children will be assessed. These first interviews are also used to evaluate if the centre is suitable for that student (according to the resources available in the centre and the necessities of the student). It the requisite are not achieved, the student can be referred to other centre or institution or specialist.

2.2.6. Labour Guidance (Orientación laboral)

This is a transversal practice especially important in the case of Vocational Training students (PCPI), and it is defined below. It even happens during the Interviews in a formal or non-formal way.

ASSIGNING TO GROUP/TRACKING/ SETTING IN CLASS

2.2.7. Labour Guidance (Orientación laboral)

This is a transversal practice especially important in the case of Vocational Training students (PCPI), and it is defined below.

2.2.8. Linguistic and Prior Learnings Tests (Pruebas lingüísticas y de nivel)

Knowledge of the Spanish language is assumed to be key for the integration in the educational system (from Primary to University). There are no standarised tests, so centres

or teachers or orientation teams use to design different tests to check the course in which the student is going to be assigned. Sometimes other practices are taken into account for it.

Though the norm says that a student have to be assigned by a criterion of age, this tests (specially when the knowledge of Spanish is very poor) could assign a student even two courses below. Tests measure oral, written and comprehension competences of Spanish language, and prior learning in Maths and Language (Instrumental Subjects). These tests use to be applied by tutors in Primary and counsellors/ educational orientators in Secondary.

2.2.9. Assignation by Age for Primary and Secondary with the possibility of making more flexible the assignation depending on the tests (Asignación por edad para primaria y secundaria, con la posibilidad de hacer más flexible la asignación dependiendo de las pruebas de nivel)

Legislation says that a student could be registered 1-2 courses below their age to better fit he/his degree of knowledges with the regular course. A common practice in the case of TCN students from Latin America, Africa, and Asia is assigning the student a course below their age. The advantage of this flexibility is the possibility of a better fit and, as consequence, more probabilities for success.

2.2.10. Provisional Registration (Matriculación provisional)

This happens when the student apply for Non Compulsory Education (Lower and High Vocational Training). Though some students begin the formalities concerning accreditation and/ or recognising of prior learnings, public administration need more time to make a decision. In this case, to promote the immediate inclusion in the education system, centres make easy the provisional registration and incorporation of students to regular classes till the reception of the official decision. If the decision is negative, the registration is canceled.

2.2.11. Transition Program from Primary to Secondary (Programa de tránsito educativo de Primaria a Secundaria)

This Program is designed to guarantee the transition from Compulsary Primary to Secondary Education for all the students. It consists of a set of informative meetings with students and parents in the origin (Primary) and destination (Secondary) centre when students are finishing Primary. Some meetings happen previously to the registration process, meanwhile others when the registering process is finished.

There is also a coordination between Primary and Secondary Headmasters, Head of Studies or Orientation teams just to check that all the students that passed Primary Education have been registered in Secondary (Compulsory Education). The coordination is also used to pre-assign students to courses (bilingual courses, compensatory ones in Maths and Language, etc.). This practice could also be considered as a **pre-welcoming** practice because both students and parents have a first and direct contact to the Secondary school.

2.2.12. Transversal Mentoring (Acompañamiento transversal)

Guidance and support provided to Vocational Training students, in this case focused on assignation to groups.

FOLLOWING-UP AND INTEGRATION PRACTICES

2.2.11. Transition Program from Primary to Secondary (Programa de tránsito educativo de Primaria a Secundaria). See above.

2.2.13. Interviews with students/ families or reponsible tutors (Entrevistas con estudiantes y familias o tutores responsables)

Individual and academic following-up of the student, his/ her progress, achievements, etc.

2.2.14. Linguistic Adaptation (Adaptación lingüística)

This measure is applied under the ATAL Program (Temporary Linguistic Adaptation Classrooms) for Primary and Secondary students. An "ATAL teacher" (an specialist) try to reinforce the learning of the Spanish language to a student or an small group of them. The reinforcement will be in the school timetible, without affecting instrumental subjects (maths and language).

2.2.15. Curriculum Modifications and Adaptations (Adaptación curricular y de materiales)

After Prior Learning Tests and the beginning of the course, teachers make a curricular adaptation of contents, just to fit with the prior learnings and gaps of their students. This task is made sometimes student by student.

2.2.16. Educational Reinforcement (Refuerzo educativo)

It consists of Maths and Language classes out of the school timetable. In Primary and Secondary. Sometimes there are the same teachers, but others new teachers or NGOs are contracted to reinforce the knowledge of instrumental subjects for students.

2.2.17. Informative meetings with families (Reuniones informativas con las familias)

These are informative meetings for parents to inform about structure and functioning of the centre, the regional educational system in order to make easy the participation of families in the centre.

2.2.18. Family Mediation or Preventive Work with Families (Mediación Familiar o Trabajo Preventivo Familiar)

Primary and Secondary Centres belonging to the Regional Government (Junta de Andalucía) provide services of Family Mediation through Social Educators who belong to the Regional Ministry of Education and are assigned simultaneously to several centres in a same geographic area. This specialist tries to prevent dropouts and abandon, with special attention to familiar risky situations. They try to involve the family in the process.

2.2.19. Intercultural and Social Mediation (Mediación Social Intercultural)

This practice is defined through special regulations and grants and comprises the participation of both NGOs, families, centres and TCN students. It goes not only to the intermediation among family – centre –student, but even among the society and neighborhood. Different actors are involved here: students, mediators, social educators, public administration, etc.

2.2.20. Student representatives as mediators (Delegados de clase como mediadores)

Students representatives act as conflict mediators and gatekeepers to social inclusion in the classgroup for new students: courses and training in negotiation and conflict mediation. Two representatives for classroom (one for gender), elected by the class group. Strict collaboration between students representatives and tutors.

2.2.21. Following-up of students in weekly teacher-meetings (Seguimiento de estudiantes en reuniones semanales de profesores u orientadores)

Continuous supervision and following-up of students.

2.2.22. Transversal Mentoring (Acompañamiento transversal)

Guidance and support provided to Vocational Training students, in this case focused on integration and following-up.

2.2.23. Following-up Tests to determinate if they are ready for Practical work in the market (Pruebas de seguimiento para determinar si están preparados para desarrollar sus prácticas profesionales)

Just to check their level. If they pass, they can begin their practical and supervised work out of the education system. Here there is some kind of intermediate certification of their progress (specially for Vocational Training), but they do not get any title for the moment.

2.2.24. Following-up of Practices in Companies (Seguimiento de prácticas en empresas)

Coordination and supervision of practical work developed by students in companies (visits, calls, meetings, etc.).

2.2.25. Labour Guidance (Orientación laboral)

This is a transversal practice, especially important in the case of Vocational Training students (PCPI). At this moment of the process students are guided through labour market, and other formation courses, depending on their interests and knowledge.

2.2.26. Other Practices oriented towards integration: Parties, Trips, Visits to Centres, etc.

Here there is a variety of changing and diverse activities directed to promote integration.

ASSESSMENT - CERTIFICATION – EXIT TO LABOR MARKET

2.2.27. Final assessment previous to practices in companies

2.2.28. Certification after finishing the school/ High School/ Vocational Training / Other courses

2.2.29. Recognition of professional competences acquired through labor (but not only) experience

This process has been regulated and promoted by the regional Government of Andalusia and in a political and normative European and national frame, as described in our previous

report on Spain-Andalusia (p.34)[16]. The process concerns the possibility of workers to see their professional competences, acquired on the job, assessed and certified, on the basis of a national catalogue of professional qualifications. Even if some critical or weak points of the process have been identified, as described in another previous report ('Mapping of Practices…', see footnote 9), the general aim of the process, as well as its functioning in terms of assessment of skills, guidance in complementary vocational training and sub-unities of competences certification are elements of a good and innovative practice for providing the possibility to TCN to offer a formal professional capital in the job market.

AFTER LEAVING EDUCATIONAL CENTERS

2.2.29. Mentoring and Following-up till six months/ one year later of achieving the certificate (Seguimiento hasta 6 meses o un año después de lograr el título)

Mails, calls, etc. to know how is going the insertion in the labour market or the new educational phase.

2.2.30. Labour Guidance (Orientación laboral)

This is a transversal practice especially important in the case of Vocational Training students (PCPI). At this moment of the process, students are guided through labour market, and other formation courses, depending on their interests and knowledge. They are also referred to other competent institutions for the insertion in the market.

ENTERING UNIVERSITIES

Though there is not the main focus of this WP4 Report, we cite here several practices that use to connect Universities to previous education levels. These are:

- Open Day (University)

- Counselling and formation for Access to University (Selectividad) Examinations

- Information, Counselling and Formation for transition from Higher Vocational Training to the University (Graduate Programs and recognition of subjects-credits)

- Dissemination and information of recognised University Courses without special pre-requisites

- Certification University Platform (CertiUni)

3. STATING AND RANKING THE GOOD PRACTICE

First considerations:

In our experience, it was very difficult to delimitate among "Practices" (because some of them were absolutely transversal), and the same happened with regard to "Good Practices",

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[16] Arcka Junta de Andalucía-Universidad de Huelva Team (2011). Country profile: Spain – Andalusia. Mapping of Practices of Assessing and Recognition of Prior Learning and Skills Certification.

because some of them can not be understood without taking into account other practices and the whole context in which they are carried out.

We found institutionalised practices (by legislation) and other social practices (not so regulated). In the case of institutionalised practices, different centres could apply them sometimes in a different manner.

At the end we identified more than thirty practices that make good contributions to the welcoming, tracking, etc. processes. But some of them were partial and other global, and that way it is very difficult to strictly compare them.

To make things easier, we selected five of them than previously were reported as Good Practices for TCN students integration (just to apply the criteria established by the partnerships) as well as TCN workers (even if the practice considered is not specific to TCN). Three practices comprises different education levels in the Andalusian educational system. Some of them also incorporate actors from NGOs, one of the, is directly managed by the public regional administration, and the last one is promoted by the Spanish Universities (CRUE), in coordination with the Ministry of Education and the Spanish Confederation of Employers' Organizations (CEOE) for the official certification.

Process:

- Elaboration of the inventory of practices

- Preselection of Good Practices in the ARCKA Junta de Andalucía- University of Huelva Team.

- Application the criteria established by the ARCKA partnership to evaluate each one. The dimensions for the assessment were: contents, methods, accessibility and quality of control (See Chart 2). The following Chart 2 present a summary of the good practices mapped, and the total scores by dimension.

Chart 2. Good practices in Andalusia (Spain): Ranking

Organization	Name of the practice	Content	Methods	Acces-sibility	Sustain-ability	Quality control	Total ranking
Colegio Salesianos (Huelva)	Transversal Mentoring	12	18	4	4	6	44
C.P. San José Obrero, I.E.S. Carlos Castilla del Pino/ I.E.S. Guadalpín/ Others in Andalusia	Linguistic and Prior Learnings Tests	7	13	6	3	4	33

Andalucía Acoge C.P. San José Obrero/ I.E.S. Carlos Castilla del Pino/ I.E.S. Guadalpín/ Others in Andalusia	Intercultural and Social and Family Mediation	8	18	4	7	2	39
Board of Spanish University Chancellors (CRUE).	**University Certification Platform (CertiUni)**	12	18	6	6	3	45
Servicio Andaluz de Empleo, Consejería de Empleo, Junta de Andalucía	Recognition of professionals competences acquired on the job	17	7	2	6	6	38

Note: Based on Scores included in Annex 3.

4. SUMMARY AND RESULTS

- Several things are important to be addressed here. One of them in the Andalusian case is that the majority of practices were designed under the philosophy of "normalization", and in that sense both natives and non-natives are targeted groups of them. Maybe Linguistic Adaptation (ATAL), and particular Linguistic and Prior Learnings Test are the more specific ones for TCN students. Social and Family Intercultural Mediation were also developed as the immigrant populations increased in Andalusia, but every student could be a targeted group as integration involves also receiving society, and also other diverse groups (disables, gypsies, etc.). Some times normalised practices and policies produce some kind of invisibilization of measures that are daily taken.

- There are other centres in the region that use to develop Good Practices, though they do not specifically participated in this ARCKA project.

- It is somehow impossible to understand the majority of Good Practices without considering the importance of Coordination between actors (people and institutions), private and public ones, educational and non-educational ones. Connections between education and society are key for a good integration of graduated TCN students. Al the same time, resources are better used that way.

- Success in the Education system is understood, especially when there are problematic situations, as the combination between INDIVIDUALISED AND PERSONALISED MEASURES – COMMITMENT TUTORS/ STUDENTS/ PARENTS – COORDINATION – TRANSVERSALITY – ACCOMPANIEMENT – AND CONTINUOS ADAPTATION AND EVALUATIONS.

- Comprehensive practices and connected with others that follow the same philosophy are key in this process.

Netherlands (Tilburg University)

1. Description of fieldwork and target group

In the Dutch context, we have organized a series of interviews/workshops with the members of three institutional bodies that run practices for the Assessment, Recognition of Competences and Certification of Knowledge Acquisition of Third Country Nationals at municipal and provincial level. Although the project work plan had envisaged the involvement of 40 subjects, we have reached a heterogeneous sample of 15 people across the three institutions that have accepted to take part to this project out of the 9 that were contacted.. This mismatch between actual respondents and planned respondent numbers as well as between the workshop structure planned and the actual realization through interviews/workshops is due to two reasons: 1) the non-response to the ARCKA project of organizations that were contacting both via e-mail and telephonically 2) the busy agendas of the informants that were not able to spend more than 20 to 30 minutes of their time. During the workshop/interviews three main topics were tackled. These topics were:

- insertion in the country of arrival and guidance;
- practices related to the recognition of competences;
- insertion in the job market.

Each of the three institutional bodies involved in these series of interviews was either working as intermediary organisation for the insertion on arrival, guidance and training of third country nationals in mainstream society at large or it covered the insertion of third country nationals in the job market, that is it functioned as a buffer zone between the requirements set by companies and the recognition of competences and knowledge acquired by third country nationals.

2. Workshop/Interview series

2.1 Workshop/Interview series: UAF

The first workshop/interview series was carried out on December, 12th, 2011 at UAF in Utrecht (http://www.uaf.nl).

This institution has a very specific role: it works in the in reception, and insertion of highly educated third country nationals. More specifically it helps them as clients in learning Dutch, having their qualifications being recognised and inserting them in a suitable working, studying trajectory. At present UAF caters for 2800 clients coming from 84 different countries across the world. UAF has an independent position from governmental institution such as the IND (*Immigratie en Naturalisatie Dienst*) and the Nuffic (Centre for the Recognition of Study and Work Certifications). This means that although unofficially, they do have the right to assess the migration story of the client, do a screening of its educational and professional certifications, assess together with the client him/herself the immediate needs and from there move on to building a pathway of development.

The key figures interviewed during the visit at UAF have highlighted that although the language barrier, i.e., the learning of the Dutch language remains the first hurdle that many

of its clients have to face, there are also other issue at stake that have to do with Dutch, and more generally, (western) European business culture. Clients that arrive at UAF do not have only to build a societal network but also a business network that can effectively help them in getting to know how the world of business works and to lay contacts for employment. Many of the clients at UAF arrive either without having a CV with a track record of their studies / work experience, or without knowing what a CV is meant for.

Further, the key figures interviewed during fieldwork have also mentioned that many of their clients do not achieve within the first two years a level of Dutch that makes them 'eatable fresh meat to slaughter' for the job market. Many of them decide to either embark on a study trajectory that is too high for their level in Dutch language proficiency or decide to start a business for themselves, often building on the ethnic network that they possess within the immigrant minority community in which they live as well as within the immigrant minority group to which they belong to on an ethnic basis. This solution of becoming self-employed has however delivered but a few success stories.

Again during the interviews that were carried out with the key figures at UAF, two groups were highlighted as interesting because of their situation in the Netherlands and because of the high ranked job that these clients have had in their country of origin. These two categories are doctors, with a particular focus on surgeons, and scientists. The latter is then developed further as good practice chosen from the several initiatives that UAF takes care of.

Starting from the doctors / surgeons category, there are here three factors that hinder their profession. First, there is their mastering of the Dutch language. Second, there is the validation and equipollence problem, where most of the qualifications coming from outside Europe are turned into qualifications that either allows the client to practice at a lower level in the health care sector, or to have to read for the last part of a medicine degree. Last the scientist category instead is penalised by the scarce networking and that these clients have as well as by their lack of acquaintance with the (western) academic world and their insufficient mastering of the English language.

Along the same line of thought, the interviews carried out on 14th of March 2012 with the members of SNV were clearly indicating the lack of recognition of TCNs previous schooling knowledge and skills. The civil servants that were interviewed reported that the best way for TCNs to become part of the job market is indeed by doing, rather than by following the official integration trajectory that would see them parked in a no-job till you are integrated cock pit. At present, there are two initiatives carried out by SNV which were mentioned as way in to the job market and an enhanced emancipation for TCNs women. The latter will be described at length in the best practices below. The former instead started off with a pilot concerning approx. 82 TCNs that were asked to spend a period of work at a company that made part of the partnership and network put together by the key informant of SNV. Following the key figure's own view, only 25% made it to be offered a place in the company in which they have carried out this training practice. Often the reasons that were given ranged from not being able or acquainted with diversity at work, from the costs that a company occurs into by hiring extra work force, although the latter has knowledge and skills to carry out the job.

Last, also the ISK stressed a gap between the knowledge that pupils may already hold in respect to physics and mathematics and the language barrier that many of these pupils face.

A solution was proposed trough the key informants to work on considering the student as an individual with strengths and weaknesses which, here too, can be overcome by doing.

3.   Mapping and Presentations of good practices

We then selected some practices that we consider more interesting and innovative in our context. The "good practices" come from different fields of education: ordinary school, vocational school, higher education and extra school services that offer special services to education system. All these experiences have a strong presence of foreign students and elaborate particular devices to empower competences, overcome inequalities, exploit specific skills of this specific population.

4.   Ranking of the highlighted good practices

The denomination and ranking of "good practice" has been given to an observed practice on the basis of using the criteria developed within the ARCKA partnership. These criteria are: contents, methods, accessibility and quality of control. These criteria have emerged during the interviews and focused groups carried out with key Informants during fieldwork.

Good practices in The Netherlands: summary
[TO BE REPORTED FROM THE SINGLE SPREADSHEETS]

Organization	Name of the practice	Content	Methods	Access	Sustainability	Quality control	Other	Total
UAF	Refugee Scientists	18	18	1	6	3	n/a	**46**
Huis van de wereld	EVC/1001	16	16	4	4	3	n/a	**43**
De Cajiut	Dutch as L2 support	16	16	1	6	3	n/a	**42**

5. Summary and conclusions

The main issues that have emerged from the interviews carried out with key figures in the three locations that have been selected and through the observation of the good practices are the following:

1)   Dutch language is considered as a penalty in the insertion of the TCNs in mainstream society, though all key informants interviewed across the three locations have underlined the importance of learning by doing, either through work practice or through voluntary work.

2)   Every TCN is seen as an individual with a biographical story of migration and with skills that although may not be certifiable - because of the situation that have brought TCNs to flee their country of origin – they are still there and can be employed in the host society.

3)   The case of women TCNs was very telling in that the institutional pathway for integration allows them to gain certification in a limited range of sectors (education, voluntary work, childrearing). Through the best practice, TCNs women are given the chance not only to integrate in society but to construct both an intercultural and intracultural network with other TCNs women.

4)   The use and the verification of formal documents aimed at inserting in the educational or working path is not legally recognised. However, the proof gathered by the reviewed good practices serves as support and it gives the possibility to the TCNs to advance in his/her integration trajectory although the results coming from NUFFIC, the Dutch official body for educational and working certificate recognition has the last word.

5)   In all cases, obtaining equipollence of study levels and qualifications is difficult and mostly unrealistic, most certification are graded one or more level lower, bringing the TCNs to having to read for a qualification in the language of the host country. This can cause further delay in the TCNs having access to a paid job.

Summary

The approach of survey best practices in the designed field work has been very different in the participating countries. Germany ran a huge workshop centralized in Hannover, in Spain 5 workshops took place in several parts of Andalusia, in Belgium, Italy and the Netherlands smaller workshops in the area of partner's institution were arranged.

The participants have been mostly teachers, in some cases K-experts from the university, the administration or the regional economy were involved too.

The results are different in their orientation.

Germany presented four large best practices targeting assessment and recognition, training in language and vocational training and guidance for lifelong-learning. Two of these best practices are attractions only for immigrants (or 2nd generation). This is not because of separation; it is because of the task. Recognition and learning German are not necessary for Germans. The other best practices are offered for all interested people, but especially suitable for foreigners to get orientation and qualification. In these ones Germans and foreigners can learn together and integration is promoted not only by improving the chances on the Job-market but also by affording the contact between the different groups.

Italy ran three workshops in the areas transition to work, passages in scholastic system and guidance and practices related to the recognition of competences in vocational education centres. Problems which hinder integration in these important phases of training and education have been discussed in the workshops considering the important role of economy and enterprises. Italy presents six best practices, 2 are targeting the assessment and recognition, 3 general guidance and 1 training. The guidance and the training are offered for all students who need it, but they were very often asked by foreign students. Italy presents organisations (for example "Galdus" in total as "best practice" but also small steps on the way to success in school and apprenticeship (for example "learner week").

Belgium organized one workshop with teachers their selves and used a two-day symposium to talk with teachers (from four secondary schools in Brussels, Namur and Gilly) for getting information about practical experiences with a clear overrepresentation of those belonging to bridging classes.

In Belgium the situation is very specific. The only existing device in the French Community of Belgium in terms of reception of newly arrived pupils is **the educational and welcome structure called: bridging classes.**

Thus the practices selected are nearly all set up as part of an educational structure "the bridging class" also referred to as "transition class", in French "classe-passerelle". The involved teachers therefore are mainly teachers from bridging classes.

Six practices are presented in the report divided into two main groups:

- **Practices falling under reception** (Information Booklet for Migrant parents, Welcome Notebook in Bridging Classes, Welcome Process)

- **Practices relevant to the orientation** (Individual Learning Plan, Guidance Counselling, Extended Integration Counselling)

Logically all these practices are offered only for foreigners because of the implementation in the bridging classes.

Spain

Different criteria were followed to select the centres where fieldwork was going to have place. (different provinces in Andalusia, in capitals and non-capitals, representing different stages in the education system (primary, secondary,…), "regular" education and "second choice" experiences of education); and also "State Centres and "State-subsidised" ones (semi-privates). 5 workshops have been run.

The approach to select best practices in the project is done in a special way in Spain. During the Focus Groups different "practices" have been emerged through the discussion. Some practices were "institutionalised" ones (as promoted by the regional government and specific regulations), meanwhile others have been emerged in daily life from centres, NGO, or experts working in that area.

These practices are exposed as an inventory of them (but not all of them are applied by all the centres) following the line of education from pre-welcoming to school-leaving. The described practices are not complete programs or projects. Every successful step in this line is gathered in the inventory.

The majority of practices were designed under the philosophy of "normalization", and in that sense both natives and non-natives are targeted groups of them. Only the linguistic training and the prior learning test are very specific only for immigrants.

Netherlands

In the Dutch context, a series of interviews/workshops with the members of three institutional bodies that run practices for the Assessment, Recognition of Competences and Certification of Knowledge Acquisition of Third Country Nationals at municipal and provincial level have been organized.

Three approaches to insert TCNs into the Dutch mainstream society and into the job-market are presented: One is targeting the highly educated new-comers who intend to start studying in the Netherlands, the second is targeting female asylum seekers who are supported to insert in a working trajectory by voluntary work and the third offers work practice in voluntary work in the healthcare sector for learning Dutch through doing and getting experience in Dutch business culture.

In all sectors Dutch language is considered as a penalty in the insertion of the TCNs in mainstream society, learning by doing seems to be a successful way to learn it. But in case of the highly educated new-comers many of them do not achieve within two years a level of Dutch which enable them to study in the Netherlands. Furthermore, obtaining equipollence of study levels and qualifications is difficult and mostly unrealistic, most certification are graded one or more level lower.

Especially female TCNs need support for getting further training and qualification because the institutional pathway for integration allows them usually only to gain certification in a limited range of sectors (education, voluntary work, child-caring).

The recognition and verification of formal documents could be improved, very often the Dutch official bodies do not accept the results coming from serious organizations.

Conclusion

The definition of "practice" seems to be very different in the project. There is a range from describing small steps or sequences in the educational process as "best practice" up to presenting complete projects or programs for assessing, recognition, orientation and training.

A very important role plays the guidance for supporting foreigners on their way in education, apprenticeship or job. Nearly every partner presents a type of guidance in the best practices.

Most partners present practices which are especially related to immigrants and furthermore practices offered for all students. The first ones are usually linguistic training and assessment or recognition. These attractions do not match the interests of native students, they are specific for the situation of immigrants and therefore they have to be organized only for them. All the practices related to guidance, education and training are offered for all students although being used over represented by foreign ones. The idea to integrate immigrants in general measures and not to separate them in special education programs or training seems to be common in the project areas.

As exceptions Belgium and the Netherlands have to be seen. In Belgium the specific situation of "bridging classes" as the only existing device constitutes a separated approach to integration. The Dutch partner describes three different best practices out of 2 organizations which target only Newcomers, highly educated ones or especially females.

In all reports the language-barrier is described as very important hindrance for integration in the job-market and in the mainstream-society.

The approaches for language-training are different: In the Netherlands "learning by doing" plays an important role, in Germany the special language training for the job or in Spain the additional classrooms for learning Spanish are for example offers of curricular learning.

Concrete descriptions of practices will be found in the toolkit.

ANNEX A: List of participants of workshops

1. Germany

Name	Einrichtung	Position innerhalb der Einrichtung
	Ada- und Theodor-Lessing-Volkshochschule Hannover	Programmbereichsleiterin Berufliche Bildung
	Deutsch-Polnische Gesellschaft (DPG) Hannover e.V.	Vorstandsmitglied
	Kappadokien e.V.	Vorsitzender
	Landeshauptstadt Hannover, Integrationsbeirat Nord	
	Ada- und Theodor-Lessing-Volkshochschule Hannover	Sachgebietsleiterin VHS Integration und Beratung
	Bildungsberatung Weserbergland	Berater
	Transkultureller Pflegedienst	Geschäftsführer
	Transkultureller Pflegedienst	Mitarbeiter
	Jobcentre Region Hannover	Referentin der Geschäftsführung, Bereich Markt und Integration
	FernUniversität Hagen	Leiterin Regionalzentrum Hannover
	Arbeiterwohlfahrt Region Hannover e. V., Beratungszentrum für Integrations- und Migrationsfragen (BIM)	Migrationsberater
	Phoenix e.V., Beratungsstelle für Prostituierte	
	IHK Hannover	
	Wbb Weiterbildungsberatung Hannover	Berater
	Westfälische Wilhelms-Universität Münster	Universitätsprofessor für Erwachsenenbildung/Außerschulische Jugendbildung
	Ada- und Theodor-Lessing-Volkshochschule Hannover	Projektleiterin Integrationslotsen
	DGB Bildungswerk	Leiterin Kompetenzzentrum Europa, Öffentlichkeitsreferentin
	Agentur für Erwachsenen- und Weiterbildung Niedersachsen	Mitarbeiterin
	Wbb Weiterbildungsberatung	Verwaltung

	Hannover	
	Az Commerce e. K.	Geschäftsführer
	Caritas	Migrationsdienst - Migrationserstberatung und Nachholende Integrationsberatung
	IHK Hannover	
	VHS-Ostkreis Hannover	Fachbereichsleiter
	Wbb Weiterbildungsberatung Hannover	Praktikantin
	Ada- und Theodor-Lessing Volkshochschule Hannover	Leiter der VHS Hannover
	Berufsfortbildungswerk (bfw) Gemeinnützige Bildungseinrichtung des DGB GmbH	Geschäftsstellenleiter
	Landesmannschaft der Deutschen aus Russland e. V.	Migrationsberatung
	Bildungsgenossenschaft Südniedersachsen e.G. (BIGS)	Projektleitung Bildungsberatung
	Ada- und Theodor-Lessing-Volkshochschule Hannover	Sachgebietsleiter Schule und Beruf
	Niedersächsisches Ministerium für Soziales, Frauen, Familie, Gesundheit und Integration	Referent für Integrationsfragen
	Bildungsverein Soziales Lernen und Kommunikation e. V.	Mitglied der Geschäftsführung
	Landesmannschaft der Deutschen aus Russland e. V.	Migrationsberatung
	Caritas	Migrationsdienst - Migrationserstberatung und Nachholende Integrationsberatung
	Bildungs-Beratung und Weiterbildungs-Förderung Cloppenburg	Projektleiterin
	VHS Hannover-Land	
	Landeshauptstadt	

	Hannover	
	MaßArbeit	
	Dana Pflegeheim	Mitarbeiterin
	Freiwilligenzentrum Hannover e.V.	Projektleiter Ausbildungspaten
	SPD-Landtagsfraktion Niedersachsen	Integrationspolitische Sprecherin
	ALBuM	
	Diakonisches Werk Stadtverband Hannover e.V.	Abteilungsleitung
	Caritas	Migrationsdienst - Migrationserstberatung und Nachholende Integrationsberatung
	Bildungsgenossenschaft Südniedersachsen e.G. (BIGS)	Projekt- und Geschäftsstellenleiter
	Bildungsberatung Weserbergland	Beraterin
	Wbb Weiterbildungsberatung Hannover	Berater
	NBank	Gruppenleiter Projektberatung Arbeitsmarktfördeung
	DAA (Deutsche Angestellten-Akademie) Hannover	Institutsleiter
	Leibniz Universität Hannover Zentrale Studienberatung	Stellvertretende Leiterin und Studienberaterin
	VHS Hannover-Land	
	Ada- und Theodor-Lessing-Volkshochschule Hannover	Kursleiterin
	IHK Hannover	Stellvertretender Hauptgeschäftsführer
	Landeshauptstadt Hannover Geschäftsstelle des Gesamtpersonalrates	Gesamtpersonalrat der Landeshauptstadt Hannover
	Universität Hildesheim	Ansprechpartnerin für „musik.welt"
	Wbb Weiterbildungsberatung Hannover	Beraterin
	NBank	ESF-Berater
	ZEW	Programmleitung Kulturmanagement
	Leibniz Universität Hannover	Lehrbeauftragte
	Landeshauptstadt Hannover Geschäftsstelle des Gesamtpersonalrates	Stellvertretender Vorsitzender des Gesamtpersonalrats der Landeshauptstadt Hannover

	Institut für Entwicklungsplanung und Strukturforschung (ies) GmbH an der Universität Hannover	Wissenschaftliche Mitarbeiterin
	Arbeiterwohlfahrt Region Hannover e. V., Beratungszentrum für Integrations- und Migrationsfragen (BIM)	Leitung/Migrationsberatung für erwachsene Zugewanderte
	MaßArbeit	Projektmitarbeiter
	Bildungsberatung Weserbergland	Beraterin
	Landesverband der Volkshochschulen Niedersachsen e. V.	Produktmanager
	Ada- und Theodor-Lessing-Volkshochschule Hannover	Integrationslotsin
	Wbb Weiterbildungsberatung Hannover	Beraterin
	Hannoversche Allgemeine Zeitung	
	VNB e.V. - Landeseinrichtung der Erwachsenenbildung	Landesgeschäftsstelle
	IHK Hannover	Beraterin für iWiN
	Niedersächsischer Landesverband der Heimvolkshochulen e. V.	Leiterin der Geschäftsstelle
	Fraktionsgeschäftsstelle BÜNDNIS 90/DIE GRÜNEN Fraktion im Rat der Landeshauptstadt Hannover	Mitarbeiterin
	bfw - Unternehmen für Bildung. Berufsfortbildungswerk. Gemeinnützige Bildungseinrichtung des DGB GmbH (bfw)	Bildungsstättenleiter
	Ada- und Theodor-Lessing-Volkshochschule Hannover	Kursleiterin
	VHS Oldenburg	Bildungsberaterin
	VHS Hannover-Land	

2.   Italy

Data Focus Group	Name and Surname	Society / School /service /etc.	Context of activity
05/12/2011		Galdus Cooperative Society	Professional training for adult
05/12/2011		Energheia Social Society	employment and training
05/12/2011		Obiettivo Lavoro	employment services
05/12/2011		Energheia Social Society	employment and training
05/12/2011		Centro Easy - Galdus	employment services
05/12/2011		Centro Easy - Galdus	employment services
05/12/2011		Galdus Cooperative Society	Experimental project
05/12/2011		Piazza del Lavoro	employment services
05/12/2011		Piazza del Lavoro	employment services
15/12/2011		Galdus Cooperative Society	Vocational Education Training
15/12/2011		IPC Cavalieri	Professional Institute
15/12/2011		IPC Cavalieri	Professional Institute
15/12/2011		IPC Cavalieri	Professional Institute
15/12/2011		Galdus Cooperative Society	Psychologist and guidance counselor
15/12/2011		IPC Cavalieri	Professional Institute
10/01/2012		Afol Milano	Vocational Education Training
10/01/2012		Enaip Lombardia	Vocational Education Training
10/01/2012		Galdus Cooperative Society	Principal of VET Galdus
10/01/2012		Galdus Cooperative Society	Director of the VET Centre Galdus
10/01/2012		Galdus Cooperative Society	Didactic secretary
10/01/2012		Galdus Cooperative Society	English Teacher and tutor of the class
10/01/2012		Galdus Cooperative Society	Tutor of the class

10/01/2012		Galdus Cooperative Society	English teacher
10/01/2012		Galdus Cooperative Society	Tutor of the class
10/01/2012		Galdus Cooperative Society	Teacher
05/12/2011		Galdus Cooperative Society	Researcher
05/12/2011		Galdus Cooperative Society	Researcher
15/12/2011		Synergia s.r.l.	Researcher
15/12/2011		Synergia s.r.l.	Researcher
10/01/2012		Galdus Cooperative Society	Researcher
10/01/2012		Synergia s.r.l.	Researcher

3. Belgium

Institution	Département	Adresse	Localité	NOM	Prénom	Email
Lycée mixte François de Sales		rue des Vallées 18	6060 GILLY			
Athénée Royal Victor Horta	Section Fondamentale	Rue du Lycée 8	1060 BRUXELLES			
Athénée Royal Victor Horta	Section Fondamentale	Rue du Lycée 8	1060 BRUXELLES			
Institut Saint-Roch		Rue Américaine 28	6900 MARCHE-EN-FAMENNE			
CEPES		Chaussée de Tirlemont 85	1370 JODOIGNE			
Centre Pierre Paulus		Rue de la Croix de Pierre 73	1060 BRUXELLES			
Centre Pierre Paulus		Rue de la Croix de Pierre 73	1060 BRUXELLES			
Centre Pierre Paulus		Rue de la Croix de Pierre 73	1060 BRUXELLES			
Institut Technique Cardinal Mercier	Coordinatrice Classe passerelle	Rue Portaels 81	1030 BRUXELLES			
Institut de la Providence		Rue Haberman 27	1070 ANDERLECHT			
ITN - Asty-Moulin	Classe passerelle	Rue de la Pépinière 101	5002 SAINT-SERVAIS			
Institut Technique Cardinal Mercier		Rue Portaels 81	1030 BRUXELLES			
IPFS Namur		Rue Henri Blès	5000 NAMUR			

Ecole Les Moineaux		Venelle de Terlongval 57	1300 WAVRE
CPMS libre de Rixensart		Chemin du Meunier 38R	1330 RIXENSART
Lycée mixte François de Sales	Classe passerelle	Rue des Vallées 18	6060 Gilly
Lycée mixte François de Sales	Classe passerelle	Rue des Vallées 18	6060 Gilly
Lycée mixte François de Sales	Classe passerelle	Rue des Vallées 18	6060 Gilly
Lycée mixte François de Sales	classe FLE	Rue des Vallées 18	6060 Gilly
ITN - Asty-Moulin	Classe passerelle	Rue de la Pépinière 101	5002 SAINT-SERVAIS
ITN - Asty-Moulin	directeur classe passerelle	Rue de la Pépinière 101	5002 SAINT-SERVAIS
Lycée mixte François de Sales	Classe passerelle	Rue des Vallées 18	6060 Gilly
Campus Saint-Jean	Classe passerelle	avenue du Sippelberg, 2 -	1080 Molenbeek-Saint-Jean
Campus Saint-Jean	coordinateur classe passerelle	Avenue du Sippelberg 2	1080 Molenbeek-Saint-Jean
Campus Saint-Jean	Classe passerelle	Avenue du Sippelberg 2	1080 Molenbeek-Saint-Jean
ITN- Asty-Moulin	Classe alpha	Rue de la Pépinière 101	5002 Saint-Servais

4. Spain

Date, place	Participants
FG1 – 26 Jan 2012 C.P. San José Obrero (Sevilla)	- Principal of a Public School. - Intercultural Mediator. - Chief of Studies and 5th Course Tutor (E.S.O.) - Secretary of the School and 5th Course Tutor
FG2 – 30 Jan 2012 I.E.S. Guadalpín (Marbella, Málaga)	- Principal of a Secondary School. - Vice Principal of a Secondary School. - Vocational Training Coordinator - Secondary School Counselor. Counselor Department. - Chief of the Orientation and Vocational Training Department
FG3 – 2 Feb 2012 (Sevilla) NGO Andalucía Acoge	- Social Worker and responsible for Educative Projects on Diversity -Social Educator and Intercultural Mediator.
FG4 – 7 Feb 2012 (Huelva) Colegio Salesiano "Cristo Sacerdote" Huelva. Branch of Vocational Training	- Social Worker. Teacher Initial Vocational Training (PCPI). - School Counselors Vocational Training Coordinator/ Course Tutor Initial Vocational Training (PCPI)/ Teacher Initial Vocacional Training. - Responsible of the Attention to Diversity Program. Course Tutor PTUAL/ PT.
FG5 – 8 Feb 2012 (San Roque, Cádiz) I.E.S. 'Carlos Castilla del Pino'	- Principal of a Secondary School - Students' Counselor. - Teacher of Electromechanism in Medium Grade of Vocational Training - Teacher of Therapeutic Pedagogy - Teacher of Spanish Language for Temporary Linguistic Adaptation courses (ATAL) - Teachers' Training Consultant (External)
I2 – 1 Jun 2012 (Huelva)	Responsible of the Permanent Secretary in charge of the University Certification Platform (CertiUni). Board of Spanish University Chancellors (CRUE)

ANNEX B: Mapping best practices

1. Germany

2. Italy

3. Spain

4. Netherlands

1. GERMANY

DATA FORM FOR MAPPING ACTION

ID number: 1

INSTITUTION NAME: VHS Hannover

TYPE OF INSTITUTION / CENTER
For instance: Ministry, Regional Government, Directorate, School, High School, University, Etc.

Adult education center

TYPE OF EDUCATION TAUGHT IN THE CENTER (if applicable)
For instance: Primary, Secondary, Vocational Training, Higher Education, Lifelong learning, Etc.

Vocational training

TYPE OF CENTRE
For instance: Private, Public, Semi-private

public

COUNTRY: Germany

REGION: Lower Saxony

POSTAL ADDRESS, CITY Am Taubenfelde 4, 30159 Hannover

TELEPHONE (LAND): 49 51121555664

MOBILE:

FAX:

EMAIL: Dittmar.Lange@hannover-stadt.de

STUDENTS' AGE RANGE (if applicable):
For instance: 11 to 17, 16+, 18+, Etc.

18+

STUDENTS' MAIN TCN NATIONALITIES (if applicable):

TRAINING SPECIALITIES
For instance: Secondary, Electricity, etc.

Trading and commerce , vocational training, exam and certificate of Chamber of Industry and Commerce

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

In this training migrants and especially women with children can get a certified qualification and support for starting a job in continuing.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

Tests before starting the training, lessons in German and English on different levels because of the results

PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

INVENTORY OF PRACTICES

WELCOMING

Welcome-breakfast at the first day for talking about what everybody has done in his/her life and what they expect from the course. Talking is in German, no use of own language (it is not possible to talk in Turkish when there are participants of several countries). This create as a first step a warm and confidentale atmosphere.

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

Assigning in classes because of decision of employment agency, space in classes, social and familiar situation

MONITORING

A social education worker is monitoring the participants individual, provides advice in difficult situations and helps them for getting a job. In this way they assist the participants and they monitor them, because they know there difficulties and proceeding. Furthermore they use tests of proceeding and lists of presence. In kind of absence without excuse dialogue with the social education worker takes place.

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS

EVALUATION PROTOCOLS

evaluation by questionnaire about contentment, motivation, learning, next steps after finishing the course,

OTHER PRACTICES TCN

Differentiate lessons, special training in German language, no speaking of native language in the lessons

OTHER TOOLS TCN

OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION

ID number: 2

INSTITUTION NAME: Industrie- und Handelskammer Hannover: Anerkennungsberatung (Hannover Chamber of Industry and Commerce, Recognition Center)

TYPE OF INSTITUTION / CENTER
For instance: Ministry, Regional Government, Directorate, School, High School, University, Etc.

Chamber

TYPE OF EDUCATION TAUGHT IN THE CENTER (if applicable)
For instance: Primary, Secondary, Vocational Training, Higher Education, Lifelong learning, Etc.

Lifelong learning, vocational training

TYPE OF CENTRE
For instance: Private, Public, Semi-private

public

COUNTRY: Germany

REGION: Lower Saxony

POSTAL ADDRESS, CITY Schiffgraben 49, 30175 Hannover

TELEPHONE (LAND): 49 51131070

MOBILE:

FAX:

EMAIL:

STUDENTS' AGE RANGE (if applicable):
For instance: 11 to 17, 16+, 18+, Etc.

18+

STUDENTS' MAIN TCN NATIONALITIES (if applicable):

TRAINING SPECIALITIES
For instance: Secondary, Electricity, etc.

Assessment and recognition

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

In the "Anerkennungsberatung" most of the clients are third nationals from several countries. It is a measure of implementation of recognition act and improve the employment opportunities of migrants. They can follow their right to get assessment of their qualifications in a time-period of 3 months.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- informing about process of recognition
- checking entitlement

- relating to German equivalent qualification
- referring to correct recognising body
- previewing documents
- answering questions relating to result of recognition process
- informing about further training and qualification opportunities as well as language training
- exploring alternatives

PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

INVENTORY OF PRACTICES

WELCOMING

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

MONITORING

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS

Checking documents, list of needed ones, help to organize them, forward the student to the right address for requesting recognition

EVALUATION PROTOCOLS

OTHER PRACTICES TCN

OTHER TOOLS TCN

OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION

ID number: 3

INSTITUTION NAME: Bildungsverein Hannover/ VHS Hannover

TYPE OF INSTITUTION / CENTER
For instance: Ministry, Regional Government, Directorate, School, High School, University, Etc.

Adult education centres

TYPE OF EDUCATION TAUGHT IN THE CENTER (if applicable)
For instance: Primary, Secondary, Vocational Training, Higher Education, Lifelong learning, Etc.

Lifelong learning

TYPE OF CENTRE
For instance: Private, Public, Semi-private

public

COUNTRY: Germany

REGION: Lower Saxony

POSTAL ADDRESS, CITY

Üstra Service Center City, Karmarschstr. 32-34, 30159 Hannover

TELEPHONE (LAND): 49 51130033889

MOBILE:

FAX:

EMAIL:

STUDENTS' AGE RANGE (if applicable):
For instance: 11 to 17, 16+, 18+, Etc.

18+

STUDENTS' MAIN TCN NATIONALITIES (if applicable):

TRAINING SPECIALITIES
For instance: Secondary, Electricity, etc.

Guidance

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

In the guidance for lifelong learning (Weiterbildungsberatung) 25% of the clients are third nationals from several countries. In the guidance for lifelong learning the benefit is not a certificate it is the knowledge about how to get it or where, when and how to learn needed skills and what kind of financial support may be ask for.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

In the guidance for lifelong learning the counsellors check the certificates and ask the student about their professional experience and skills out of their social life with the help of a special manual

PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND

RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

INVENTORY OF PRACTICES

WELCOMING

Friendly atmosphere, light rooms, situated in the centre of Hannover, can be reached by public transport very well
,

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

MONITORING

Guidance in several steps on the way to qualification

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS

In the guidance for lifelong learning the benefit is not a certificate it is the knowledge about how to get it.

EVALUATION PROTOCOLS

A questionnaire is used for asking students about their satisfaction. The questionnaires are analyzed by department head and quality management.

OTHER PRACTICES TCN

OTHER TOOLS TCN

OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION

ID number: 4

INSTITUTION NAME:
Ada- und- Theodor- Lessing Volkshochschule Hannover

TYPE OF INSTITUTION / CENTER
For instance: Ministry, Regional Government, Directorate, School, High School, University, Etc.
adult education center

TYPE OF EDUCATION TAUGHT IN THE CENTER (if applicable)
For instance: Primary, Secondary, Vocational Training, Higher Education, Lifelong learning, Etc.
Vocational training

TYPE OF CENTRE
For instance: Private, Public, Semi-private
Public

COUNTRY:
Germany

REGION:
Lower Saxony

POSTAL ADDRESS, CITY
Theodor-Lessing-Platz 1, 30159 Hannover

TELEPHONE (LAND):
49 511 21555667

MOBILE:

FAX:

EMAIL: sabine.katzer@hannover-stadt.de

STUDENTS' AGE RANGE (if applicable):
For instance: 11 to 17, 16+, 18+, Etc.

18+

STUDENTS' MAIN TCN NATIONALITIES (if applicable):

Turkey, Iran, Iraq, Russia

TRAINING SPECIALITIES
For instance: Secondary, Electricity, etc.
Learning the German language especially for a job

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

Groups of about 20 immigrants of different countries are learning together all what they need (especially the needs of German language) for starting an apprenticeship or getting a job. Duration of the course is 6 months. In this time they stay 4 weeks in an enterprise to get to know the kind of work and the standards there. The results are good, the participants get selfconfidence and are motivated to start an apprenticeship or getting in a job, and because of the experience in an enterprise they have a good chance to be successful.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

A whole day for profiling: personal skills and competences, German language and certificates with adequate instruments.

PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

Profiling (ProfilPass), guidance,

INVENTORY OF PRACTICES

WELCOMING

Welcome-breakfast at the first day for talking about what everybody has done in his/her life and what they expect from the course. Talking is in German, no use of own language (it is not possible to talk in Turkish when there are participants of several countries). This create as a first step a warm and confidentale atmosphere.

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

Following the results of the profiling day they allocate the participants in the right learner groups.

MONITORING

A social education worker is monitoring the participants individual, provides advice in difficult situations and helps them for getting a job, an apprenticeship or choosing the right offer of vocational training. In this way they assist the participants and they monitor them, because they know there difficulties and proceeding. Furthermore they use tests of proceeding and lists of presence. In kind of absence without excuse dialogue with the social education worker takes place.

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS

Tests (own ones of the institution or official ones) in German language (writing, listening, speaking), tests in vocational knowledge, skills and competences out of the profiling were filled in a form (similar to the ProfilPass), to talk, write and read in German, to communicate with others out of the own ethnie, to present their selves and to behave in an enterprise, to be reliable, to know the standards in an enterprise, to learn how to learn, to get self-confidence (I know things and I am able to learn new ones), vocational knowledge (for example computing, maths), the rules of German job management and social assurances, the rights and duties for an employer, how to use counselling centres

EVALUATION PROTOCOLS

evaluation by questionnaire about contentment, motivation, learning, next steps after finishing the course,

OTHER PRACTICES TCN

OTHER TOOLS TCN

Cultural Interchange as common meals, visiting museums, singing origin songs for communicating about the origin culture, get to know it, respect it

OTHER NOTES OR OBSERVATIONS

Important for the success of project is the cooperation with the Jobcenter, enterprises and other adult education organisations

2. ITALY

DATA FORM FOR MAPPING ACTION
ID number: M1
INSTITUTION NAME: Centro Come
TYPE OF INSTITUTION / CENTER . Public service of social cooperative "Farsi prossimo"
TYPE OF EDUCATION TAUGHT IN THE CENTER Secondary school and vocational training
TYPE OF CENTRE Public centre
COUNTRY: Italy
REGION: Lombardy Region
POSTAL ADDRESS, CITY Via Galvani 16, Milano
TELEPHONE (LAND): +39.02.67100792
MOBILE:
FAX:
EMAIL: info@centrocome.it
STUDENTS' AGE RANGE 14 to 18/20
STUDENTS' MAIN TCN NATIONALITIES
WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION
The program "Non uno di meno" adopts a multidimensional approach including many different actions as cultural mediation, online orientation service, citizenship education, Italian language learning, etc. This program involves around fifty schools in Lombardy and it includes a pilot project aiming to teach Italian language to the newcomers as language to communicate and as language for the studies with a flexible timetable (from 50 to 120 hours). This project is characterized by graduality and by different chances to learn Italian, at school and out of it.
MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
- test of evaluation of Italian language level (A1 and A2); - test of evaluation of Italian language for the studies; - online bibliography including news tests to evaluate prior learning and skills;
INVENTORY OF PRACTICES
WELCOMING
- test of evaluation of Italian language level; - definition of a learning program with teachers.
ASSIGNING/ TRACKLING/ SETTLING IN CLASS
- creation of some different laboratories (depending on age and Italian language level).

MONITORING

- Test for teachers to evaluate the relationship between laboratories experience and school performance;

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS

EVALUATION PROTOCOLS

OTHER PRACTICES TCN

OTHER TOOLS TCN

OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION

ID number: M3

INSTITUTION NAME:
Fondazione Politecnico

TYPE OF INSTITUTION / CENTER
University Foudations

TYPE OF EDUCATION TAUGHT IN THE CENTER

TYPE OF CENTRE
Private centre

COUNTRY: Italy

REGION: Lombardy

POSTAL ADDRESS, CITY
piazza Leonardo 3, Milan

TELEPHONE (LAND): +39.02.23999168
EMAIL: clementina.marinoni@fondazione.polimi.it

STUDENTS' AGE RANGE
Young and Adult people

STUDENTS' MAIN TCN NATIONALITIES

TRAINING SPECIALITIES
Recognition of non formal and informal learning

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

"RPLO" IS AN EUROPEAN PILOT PROJECT INVOLVING A CONSORTIUM OF NINE PARTNERS FROM FIVE COUNTRIES (INCLUDING THE ITALIAN "FONDAZIONE POLITECNICO").

IT HAS CREATED TO EVALUATE NON FORMAL AND INFORMAL LEARNING OF ADULTS PEOPLE AND CERTIFICATE THEIR VOCATIONAL COMPETENCES.

THIS PROJECT ADOPTS AN INNOVATIVE METHODOLOGY AND IT PROPOSES A MULTIDIMENSIONAL IDEA OF "COMPETENCE", INCLUDING ABILITIES, KNOWLEDGE AND ALSO SOFT SKILLS.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- evaluation of non formal and informal learning;
- evaluation of "evidences" of this prior learning;
- assessment to verify the evidences;
- eventual certification.

PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- simulation of professional situations;
- work group experiences.

INVENTORY OF PRACTICES

WELCOMING

- The centre collects the questions of candidates;
- The centre gives an answer to each candidate;

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

- If the question has been accepted the question, the candidate has to look for the "evidences" of his competences (knowledge, abilities, soft skills).
- The candidate presents his evidences to the center (i.e. objects build by himself; software or other informatics materials; a video of his work activities; a letter of certification of their skills by other people; etc.)

MONITORING
- the assessor evaluate all the evidences of the candidate; - the assessor prepares a personal assessment to verify the validity of candidate's evidences; - the assessor prepares a group assessment to verify the validity of each one candidate's evidences and also to evaluate the soft skills (relation skills, group work attitude, etc.).
RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS
- the assessor prepares a report of the assessment experience; - the centre elaborates a certification of the candidate's competences.
EVALUATION PROTOCOLS
OTHER PRACTICES TCN
OTHER TOOLS TCN
OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION

ID number: M7

INSTITUTION NAME:
Ministero dell'Interno – Municipality of Torino

TYPE OF INSTITUTION / CENTER
Ministry

TYPE OF CENTRE
For instance: Private, Public, Semi-private
Public

COUNTRY:
Italy

REGION:
Piemonte Region

POSTAL ADDRESS, CITY
Torino

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

It's one of the very few examples of the attempt to simplify the procedures related to the recognition of the qualification and experience acquired outside Italy

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

"A pieno titolo" project.
It' a project aimed at tutoring and networking in process of recognition of qualification and professional competences for TCN people.

INVENTORY OF PRACTICES

WELCOMING

Guidance:
Guidance activities related to training and occupation opportunities in the Municipality of Torino, which allows alternative paths for recognition of qualification, in order to reach a recognized profession closest to level reached in country of origin
Tutoring for the insertion in training paths
Evaluation on single case, guidance, tutoring and support to training and higher educational centres, which offer:
- the possibility to follow brief and personalized paths (through the recognition of training credits) for the validation of qualifications and diplomas of secondary higher school
- the possibility to prepare the exams with the support of qualified teachers

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

MONITORING

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS

Activities aimed at counselling on recognition practices
Counselling activities aimed at providing all the information useful regarding the possibility of a recognition of his own qualification in Italy, the related practices and bureaucratic path, costs and timing related to these type of paths.

Tutoring on practices
Activities aimed at activating path and practices to get the recognition of qualification, offering the possibility to monitor the progress of practices in Italian embassy in their Country of Origin. Practices with more requests are:
▪ practices aimed at the registration in the University

- practices aimed at the recognition of University degrees
- recognition of professional enabling for regulated professions.

EVALUATION PROTOCOLS

OTHER PRACTICES TCN

Guidance for networking:
Guidance oriented to resources of the territory, useful to improve and adequate professional competences acquired in country of origin (example given: language courses, front office for the searching of job in the city, initiatives and opportunity offered by associations of Torino.

OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION

ID number:

INSTITUTION NAME: Galdus Cooperative Society

TYPE OF INSTITUTION / CENTER

For instance: Ministry, Regional Government, Directorate, School, High School, University, Etc.

Vocational Education Training Centre

TYPE OF EDUCATION TAUGHT IN THE CENTER (if applicable)

For instance: Primary, Secondary, Vocational Training, Higher Education, Lifelong learning, Etc.

Vocational Training

TYPE OF CENTRE

For instance: Private, Public, Semi-private

Private

COUNTRY: ITALY

REGION: Lombardy Region

POSTAL ADDRESS, CITY – Sede Legale Via G.B. Piazzetta n. 2 – 20139 – Milano (MI)

Sede Operativa - Via Pompeo Leoni n. 2 – 20141 – Milano (MI)

TELEPHONE (LAND): +39 0249516000

MOBILE:

FAX:

EMAIL: info@galdus.it

STUDENTS' AGE RANGE (if applicable):

For instance: 11 to 17, 16+, 18+, Etc.

From 14 to 19

STUDENTS' MAIN TCN NATIONALITIES (if applicable):

Main cultures: South America; China; Nord Africa and Philippine

TRAINING SPECIALITIES

For instance: Secondary, Electricity, etc.

Each week includes learning periods of study, learning, acquisition of experience in full immersion mode (six days for a total of forty hours) taking place during the school year or during the Christmas, Easter and summer holidays. The focus of the Learning week is

different; it depends on the purpose of the path by which they occur. The main areas of Learning week:

1) **Consolidation** to verify the efficacy of the method that support the students in their specific curricula;

2) **Guidance** to help the students in the choice of their professional or training career after the end of the school;

3) **Professional Specialization** planning specifically to test the best practices for choosing its own training programme in vocational training;

4) **transnationality** that provides a comparison can overcome national limits. The innovative educational experiences abroad are shared through existing forms of active cooperation with foreign realities of the education sector providing for exchanges of students, but also of teachers, the European territory. This enables the acquisition of language skills and knowledge of cultures different than your home;

Cultural integration as an opportunity for clarifying the cultural foundations of social identity, in a reciprocal approach, essential for any type of comparison with diversity.

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION
The Learning Week: 1) supports the educational and training activities for young people; 2) encourages a fruitful process of interchange between the school system and vocational training in the region; 3) helping to counter the phenomenon of early school leaving; 4) stimulating the expressive potential of young people, their ability to interact with people and the environment; 5) supports students in the challenges and see the opportunities of life.
MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
There is no real certification of skills but there is a qualitative assessment of students' learning.
PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
Learning week - full immersion for students to improve their non formal, informal or formal competences and specific skills. these competences / skills or knowledge are important for their future (training future or professional future).
INVENTORY OF PRACTICES
WELCOMING
Presence of a trainer and tutor who accompany the students in training path. Important is the activity of peer tutorig, especially in the presence of mixed groups (Italians, foreigners) and students with disabilities.
ASSIGNING/ TRACKLING/ SETTLING IN CLASS
Involvement of students in classes that are already established or different classes.
MONITORING

Monitoring activities carried out through:

1) pre and post encounters with the teachers (for the design and final assessment);

2) log book / personnel files made by each student who attended the week-learning students;

3) collected signatures of the presence sheet.

Support and supervision oversight by teachers and tutor who have followed the

Learning Week.
RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS
EVALUATION PROTOCOLS
Evaluation: 1) of the final product (always present in every Learning week),   2) results of the self-assessment sheets given to students at the end of the week learning path;   3) customer satisfaction (questionnaire) for students at the end of the path.
OTHER PRACTICES TCN
OTHER TOOLS TCN
OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION

ID number:

INSTITUTION NAME:
GALDUS Cooperative Society

TYPE OF INSTITUTION / CENTER High School
CFP – Centro di Formazione Professionale (Vocational education and training centre)

TYPE OF EDUCATION TAUGHT IN THE CENTER
Vocational Training

TYPE OF CENTRE
Private

COUNTRY: ITALY

REGION: Lombardy

POSTAL ADDRESS, CITY – Sede Legale Via G.B. Piazzetta n. 2 – 20139 – Milano (MI)

Sede Operativa - Via Pompeo Leoni n. 2 – 20141 – Milano (MI)

TELEPHONE (LAND): +39 02 49 51 60 00

MOBILE:

FAX: +39 02 49 51 62 79

EMAIL: info@galdus.it

STUDENTS' AGE RANGE (if applicable):
from 14 to 18 years old

STUDENTS' MAIN TCN NATIONALITIES (if applicable):
Sud America, Cina, Nord Africa; ecc

TRAINING SPECIALITIES
The guideline moments are not specific to school, but the courses are for young that:
- are enrolled in educational courses or training, who are at risk of drop out or failure;
- are registered, at the school, but they have neglected or no longer attend the school;
- not enrolled in school and have already escaped from any type of journey.

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION
Galdus realizes activities of guidance and re-guidance at 3 levels:
1) in secondary lower schools: guidance to students who need to choose the school (high / vocational, etc.);
2) in the secondary higher school/vocational education – guidance to student who incoming from primary school or re-guidance for students who have decided to change schools;
3) in the high school - for students who leaving the school to the labour market.

The choice of guidance as good practice was done for 2 reasons:
a) It's an activity that enhances the skills of young people;
b) it's an activity which supports the development of better self-knowledge, enables young people to make conscious choices about their future (training/education/employment).

In particular, it was decided to consider the Galdus activities for children at risk: guidance and re – guidance.
1) Objectives
- combat the early school leaving,
- re – guidance towards a more appropriate school,
- provide students with tools to assess their educative and work expectations,
- school experience through the stage.

2) Duration

There is no standard duration of activity, because it depends on the project financing: usually no more than 2 / 3 months, during the second part of the school year.

3) Macro activity
- classroom activities to be certified disciplines (computer science, English, Mathematics, Italian), because These are the matter of examination incoming/ out coming
- orientation,
- stage,
- Sometimes practical experience in the laboratories of address.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- Verification of knowledge (formal) of young students
- Certification of knowledge / skills of young students

INVENTORY OF PRACTICES

WELCOMING

Give students more opportunities and tools for individual reflection, because there are many cases where a lack of self-awareness and motivation to the context in which students are included leads to situations of failure or neglect.

Objectives of welcoming activity:
- Identification of training needs of young people
- planning the "Programma di Intervento personalizzato" with the student and the actors of the network (family, school, services ...)
- Developing a best self-awareness, and reading of its resources and its limits
- Monitoring of the individual path: strengths and weaknesses
- Re-guidance and placement outgoing
- Cooperation in the work of network (references on the results of each individual project).

Methodology and Instrument
Face to face - motivational interviewing, sheets ad hoc (allegate) and disciplinary tests

When
Before the start of school, but in general, always during the year school

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

ASSIGNING
The classes are created by the external sector on the basis of the characteristics found in guidance interviews, such as suitability to the course, motivation and time for submission of the request.

MONITORING

The monitoring:
    WHO - the referent of the course
    WHERE – C.F.P. Galdus
    Methodology & Instrument – face to face/in small group interview, test and observation in the classroom

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS

RECOGNITION (INCOMING)

Methodology and Instrument – face to face interview / school report
Incoming there is no certification of skills, the evaluation is based on motivation, the previous path of study - type of school, address and annuities and the possibility of insertion in Galdus' paths.
The interviews do not see the use of a specific form, is the operator that creates ad-hoc cards to verify some aspects more than others, in relation to the previous path.

VALIDATION, CERTIFICATION OF COMPETENCES (at the ent of the path)

The assessment is based of:

- Final Exams created (Italian language, English, mathematic, computer science) with the final goals of the year before that which it is thought that the student can be placed,
- the stage,
- the practical tests.

Based on the outcome of the 4 tests, the stage and the evaluation of the entire path must be followed by a certificate attesting to the skills of the student class placement.

EVALUATION PROTOCOLS

OTHER PRACTICES TCN

OTHER TOOLS TCN

OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION (SEE EXCEL FILE WITH THE SAME QUESTIONS). FIRST DRAFT
ID number:
INSTITUTION NAME: Centro Easy c/o Galdus società Cooperativa
TYPE OF INSTITUTION / CENTER   For instance: Ministry, Regional Government, Directorate, School, High School, University, Etc.
Employment service
TYPE OF EDUCATION TAUGHT IN THE CENTER (if applicable)   For instance: Primary, Secondary, Vocational Training, Higher Education, Lifelong learning, Etc.
TYPE OF CENTRE   For instance: Private, Public, Semi-private
Private
COUNTRY: ITALY
REGION: Lombardy Region
POSTAL ADDRESS, CITY – Sede Legale Via Tosca 21, Milan
TELEPHONE (LAND): +39 02 928 700 63
EMAIL: info.easy@galdus.it
STUDENTS' AGE RANGE (if applicable):   For instance: 11 to 17, 16+, 18+, Etc.
from 16 years and over
STUDENTS' MAIN TCN NATIONALITIES (if applicable):   welcomed foreigners come from all countries
TRAINING SPECIALITIES   Accompaniment to training and / or employment.
WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION
The Easy Centre offers a high quality service for children (16-18 years), young (18-29 years) and adults (over 30 years) often of foreign origin, which allows them to get into social and working within the host culture (Italy).   In particular, the Centre is carried out Easy to: - Young school leavers and graduates seeking a first job or stage opportunity,   - Young adults with educational qualifications and work experience partial or unsatisfactory,   - Persons wishing to change jobs or taking a course of specialization,   - People unemployed,   - People in earnings or cash supplements mobility,   - Companies interested in meeting motivated and competent profiles.   The activities of the center is Easy: - welcome activities;   - reporting on local services, training and employment opportunities;   - testing the skills and motivation;   - guidance for the future choice (training and / or employment);   - certification of skills, including non-formal-informal;   at 360 ° involvement services / companies / institutions (public and private) of the territories.
MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

INVENTORY OF PRACTICES

WELCOMING

The welcome and subscription of the joint service agreement between operator and user: the user can experience the "taking in charge" customized where there are specific objectives / services: check the status of unemployment and the statement of availability for work, an initial needs analysis based on socio personal data, professional and educational.

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

Particular opportunities arise in the case of specific projects aimed at target groups (eg projects for unemployed foreign).

MONITORING

Support grows in individual interviews that begin at the time of welcome of the user, and run until inclusion in the training or employment. The monitoring continues even after the end of the path.

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS

Process of:

1)   advice on how to acquire the recognition, "declaration of value" and "equivalence" of diplomas obtained in foreign countries;

2)   certification of non-formal-informal competences through the experimental method of Regione Lombardia and Fondazione Politecnico di Milano, which provides:

a) Tutor - acquisition of all documentation to witness the skills of a specific profile QRSP regulated according to the of the Lombardy Region. The procedure is very long and need some basic references and certificates that testify the possession of specific competences;

b) if it lack some competences specific for that profile the person should attend a training program which provides, after an examination, the certification of competencies. The training needed to complete the job profile;

c) an expert certifies through an interview with the user and a final examination (verification can be done in different ways) the competencies. The expert is a figure that is recognized by the Lombardy Region (very expensive).

EVALUATION PROTOCOLS

The operator at the Easy Verification:

-     The existence of the contract or the communication to employment at the service employment of the Province (es. Milan);

-     The registration at a training course to achieve the qualification, or complete the job profile - In case of inclusion training;

-     The user's ability to move independently in search of work (with an interview).

OTHER PRACTICES TCN

OTHER TOOLS TCN

OTHER NOTES OR OBSERVATIONS

4. Spain

	PRE- AND WELCOMING	
1	Open Day	Jornadas de Puertas Abiertas
2	**Transversal Mentoring**	**Acompañamiento trasversal**
3	Welcoming	Bienvenida
4	Peer Mentoring or Mentoring Students	Estudiantes mentores
5	Interviews with students and/ or families (sometimes tutors, social workers, counselors, teachers or other professionals)	Entrevistas con estudiantes y/o algún miembro de la familia (algunas veces con tutores, orientadores, trabajadores sociales, maestros u otros profesionales que acompañan al estudiante)
6	**Labour Guidance**	**Orientación laboral**
	ASSIGNING TO GROUP/TRACKING/ SETTING IN CLASS	
7	**Labour Guidance**	**Orientación laboral**
8	Linguistic and Prior Learnings Tests	Pruebas lingüísticas y de nivel
9	Assignation by Age for Primary and Secondary with the possibility of making more flexible the assignation depending on the tests	Asignación por edad para primaria y secundaria, con la posibilidad de hacer más flexible la asignación dependiendo de las pruebas de nivel
10	Provisional Registration	Matriculación provisional
11	**Transition Program from Primary to Secondary**	**Programa de tránsito educativo de Primaria a Secundaria**
12	**Transversal Mentoring**	**Acompañamiento transversal**
	FOLLOWING-UP AND INTEGRATION PRACTICES	
11	**Transition Program from Primary to Secondary**	**Programa de tránsito educativo de Primaria a Secundaria**
13	Interviews with students/ families or tutors	Entrevistas con estudiantes y familias o tutores legales
14	Linguistic Adaptation	Adaptación lingüística
15	Curriculum Modifications and Adaptations	Adaptación curricular y de materiales
16	Educational Reinforcement	Refuerzo educativo

17	Informative meetings with families	Reuniones informativas con las familias
18	Family Mediation or Preventive Work with Families	Mediación Familiar o Trabajo Preventivo Familiar
19	Intercultural and Social Mediation	Mediación Social Intercultural
20	Student representatives as mediators	Delegados de clase como mediadores
21	Following-up of students in weekly teacher-meetings	Seguimiento de estudiantes en reuniones semanales de profesores u orientadores
22	**Transversal Mentoring**	**Acompañamiento transversal**
23	Following-up Tests to determinate if they are ready for Practical work in the market	Pruebas de seguimiento para determinar si están preparados para desarrollar sus prácticas profesionales
24	Following-up of Practices in Companies	Seguimiento de prácticas en empresas
25	**Labour Guidance**	**Orientación laboral**
26	Other Practices oriented towards integration: Parties, Trips, Visits to Centres, etc.	Otras prácticas dirigidas a la integración: fiestas, excursiones, visitas a a centros, etc.
ASSESSMENT - CERTIFICATION – EXIT TO LABOR MARKET		
27	Final assessment previous to practices in companies	Evaluación final previa a realizar prácticas en empresas
28	Certification after finishing the school/ High School/ Vocational Training/ Other courses	Certificación después de finalizar Primaria, Secundaria, Formación Profesional, otros cursos
29	Recognition of professional competences acquired by informal processes and on the job.	
AFTER LEAVING EDUCATIONAL CENTERS		
30	Following-up till six months/ one year later of achieving the certificate	Seguimiento hasta 6 meses o un año después de lograr el título
31	**Labour Guidance**	**Orientación laboral**
32	Open Day (University)	Jornadas de Puertas Abiertas (Universidad)
33	Counselling and formation for Selectividad Examinations	Asesoramiento y preparación para la Selectividad
34	Information, Counselling and	Información, asesoramiento y

	Formation for transition from Higher Vocational Training to the University (Graduate Programs and recognition of subjects-credits)	preparación para la transición desde FP de Grado Superior a la Universidad (Grados y reconocimiento de asignaturas y créditos)
35	Dissemination and information of recognised University Courses without special pre-rrequisites	Difusión e información sobre cursos que emiten títulos que se imparten en la universidad para cualquier estudiante
36	University Certification Platform (CertiUni)	Plataforma de Certificación Universitaria (CertiUni)

DATA FORM FOR MAPPING ACTION
ID number: 1 - TRANSVERSAL MENTORING
INSTITUTION NAME: Colegio Salesianos (Huelva). Branch in Vocational Training
TYPE OF INSTITUTION / CENTER Primary and Secondary School. Vocational Training Centre (Inicial, Lower, Higher)
TYPE OF EDUCATION TAUGHT IN THE CENTER For instance: Primary, Secondary, Vocational Training.
TYPE OF CENTRE Semi-private – Religious
COUNTRY: Spain
REGION: Andalusia Region
POSTAL ADDRESS: Avda. Gómez de Avellaneda 2. *Huelva.* España. 21005.
TELEPHONE (LAND): +34 959 15 06 77 - **FAX:** 959 15 90 04
EMAIL: info@salesianos-huelva.com
STUDENTS' AGE RANGE (if applicable): All the range of ages included in Arcka project.
STUDENTS' MAIN TCN NATIONALITIES: All countries
TRAINING SPECIALITIES Primary. Secondary. Different Vocational Training studies.
WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION - "Second Choice" students. Vocational Training. -Practical work oriented towards employment and insertion after a biography risking dropout and abandon, and other problematic issues. - Success in insertion after this formation period, understood as a continuous and individual process of transversal mentoring.
MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
- Not aplicable for describing this "mentoring" practice. In any case all the activities in the centre are linked to transversal and individual by individual mentoring activities.
PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
-The first visit of a student in the centre + interview supposes a first evaluation of their prior learning.

INVENTORY OF PRACTICES
WELCOMING
Transversal Mentoring Guidance and support provided to Vocational Training students since the student first contact/ visit to the centre. If the student is not finally admitted, he/she is advised of other possibilities, even if. Sometimes he/she is referred to other competent centres/ specialist. Coordination with other NGOs and Institutions is very important here.
ASSIGNING/ TRACKLING/ SETTLING IN CLASS
Transversal Mentoring Guidance and support provided to Vocational Training students, in this case focused on assignation to groups.
MONITORING/ FOLLOWING –UP / INTEGRATION
Transversal Mentoring Guidance and support provided to Vocational Training students, in this case focused on integration and following-up.
EXIT OF EDUCATION AND LABOUR INSERTION
Mentoring and Following-up till six months/ one year later of achieving the certificate (Seguimiento hasta 6 meses o un año después de lograr el título) Mails, calls, etc. to know how is going the insertion in the labour market or the new educational phase.
EVALUATION PROTOCOLS
- Not applicable

DATA FORM FOR MAPPING ACTION
ID number: 1 - LINGUISTIC AND PRIOR LEARNINGS TESTS

INSTITUTION NAMES: C.P. San José Obrero, I.E.S. Carlos Castilla del Pino/ I.E.S. Guadalpín/ Others in Andalusia
TYPE OF INSTITUTION / CENTER Primary and Secondary School. Vocational Training Centre (Inicial, Lower, Higher)
TYPE OF EDUCATION TAUGHT IN THE CENTER Primary, Secondary, Vocational Training.
TYPE OF CENTRE Public. Secular
COUNTRY: Spain
REGION: Andalusia Region
STUDENTS' AGE RANGE: Range of ages included in Arcka project.
STUDENTS' MAIN TCN NATIONALITIES: All countries
TRAINING SPECIALITIES: Primary/ Secondary/ Different Vocational Training Specialities.
WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION
- Institutional and standarised practice to promote a quick integration in the education system for TCN students that usually without previous and regular certifications. - Every centre design each test. - It allows the incorporation of immigrants to classes based not only on Age, but in competences and knowledges.
MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
- Tests applied and adapted to each case and course level.
PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
- Each center design their test according to students and levels.

INVENTORY OF PRACTICES
WELCOMING
- Interview delimiting and explaining next phase for settling a student in class. Pre-evaluation
ASSIGNING/ TRACKLING/ SETTLING IN CLASS
Knowledge of Spanish language is assumed to be key for the integration in the educational system (from Primary to University). There are no standarised tests, so centres or teachers or orientation teams use to design different tests to check the course in which the student is going to be assigned. Sometimes other practices are taken into account for it. Though the norm says that a student have to be assigned by a criterion of age, this tests (specially when the knowledge of Spanish is very poor) could assign a student even two courses below. Tests measure oral, written and comprehension completences of Spanish language, and prior learning in Maths and Language (Instrumental Subjects). These tests use to be applied by tutors in Primary and counsellors/ educational orientators in Secondary.
MONITORING/ FOLLOWING –UP / INTEGRATION
- Not applicable, but if a student is having problems in a group he/ she could be assigned to other after following similar process than before.
EXIT OF EDUCATION AND LABOUR INSERTION
EVALUATION PROTOCOLS
- Specific test for it, but not of "prior" learning

DATA FORM FOR MAPPING ACTION
ID number: 2 - INTERCULTURAL AND SOCIAL AND FAMILY MEDIATION

INSTITUTION NAME: Andalucía Acoge/
C.P. San José Obrero/ I.E.S. Carlos Castilla del Pino/ I.E.S. Guadalpín/ Others in Andalusia (Education Centres and NGOs)

TYPE OF INSTITUTION / CENTER
Primary and Secondary School. Vocational Training Centre (Inicial, Lower, Higher)/ NGO

TYPE OF EDUCATION TAUGHT IN THE CENTER:
Primary, Secondary, Vocational Training, Other courses

TYPE OF CENTRE
Public (Educational ones) and Private (NGO)

COUNTRY: Spain

REGION: Andalusia Region

STUDENTS' AGE RANGE: All the range of ages included in Arcka project.

STUDENTS' MAIN TCN NATIONALITIES: All countries

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION
- Both based on Diversity Management
- Participation of different actors in and out the Education system
- Work for the inclusion and respect of TCN countries, but working at the same time with the receiving society (students, neighborhood –for social mediation-, etc.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- Not applicable.

PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- Not applicable.

INVENTORY OF PRACTICES

WELCOMING

Intercultural Mediators (Secondary) and Social Educators (Primary) have been incorporated to the Education System, impregnating in a transversal way different practices carried out in the school.
-   Diversity, not only for TCN students, but for disables, other ethnical groups as gypsies and others are taken into account in the management of this phase.

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

Intercultural Mediators (Secondary) and Social Educators (Primary) have been incorporated to the Education System, impregnating in a transversal way different practices carried out in the school.

- Diversity, not only for TCN students, but for disables, other ethnical groups as gypsies and others are taken into account in the management of this phase.
MONITORING/ FOLLOWING –UP / INTEGRATION
Family Mediation or Preventive Work with Families (Mediación Familiar o Trabajo Preventivo Familiar) Primary and Secondary Centres belonging to the Regional Government (Junta de Andalucía) provide services of Family Mediation through Social Educators who belong to the Regional Ministry of Education and are assigned simultaneously to several centres in a same geographic area. This specialist tries to prevent dropouts and abandon, with special attencion to familiar risky situations. They try to involve the family in the process. *Intercultural and Social Mediation (Mediación Social Intercultural)* This practice is defined through special regulations and grants and comprises the participation of both NGOs, families, centres and TCN students. It goes not only to the intermediation among family – centre –student, but even among the society and neighborhood. Different actors are involved here: students, mediators, social educators, public administration, etc.
EXIT OF EDUCATION AND LABOUR INSERTION
- Not applicable
EVALUATION PROTOCOLS
- Not applicable

DATA FORM FOR MAPPING ACTION

ID number: 4 – RECOGNITION OF PROFESSIONAL COMPETENCES AQUIRED ON THE JOB AND THROUGH OTHER NO FORMAL / INOFRMAL PROCESS

INSTITUTION NAME: Andalusian Employment Services, Regional Ministry of Employment, Junta de Andalusia.

TYPE OF INSTITUTION / CENTER

Public Administration (Regional Ministry of Employment)

TYPE OF EDUCATION TAUGHT IN THE CENTER: Non applicable

TYPE OF CENTRE: Regional Public Administration

COUNTRY: Spain

REGION: Andalusia Region

POSTAL ADDRESS: Avda. De Hytasa 14, 41017, Seville, Spain. *Huelva*. España. 21005.

TELEPHONE (LAND): +34 959 15 06 77 - **FAX:** 959 15 90 04

EMAIL: iwebmaster.cem@juntadeandalucia.es

STUDENTS' AGE RANGE: over 16 y.o.

STUDENTS' MAIN TCN NATIONALITIES: All countries (no TCN specific)

TRAINING SPECIALITIES

By public call.

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

-It represents a choice to recognition of professional skills and knowledge for people that don't have them certificated
-The assessment is done through different processes and phases (analysis of certificates, interviews, practical examinations)
-Diversity of outputs: competences can be recognised totally or partially. In the case of partially recognition of competences, subunities are certified and recognized by the formal system of vocational training. The certification can also result in the possibility of entering in the educational system.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- Interviews, analysis of documentation, practical examinations.

PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

-Professional skills, competences and knowledge are certified on the basis of a national catalogue of professional qualifications, on which also formal vocational

training is based and organized.

- The recognition is made on the basis of sub-units of competences, what offers the possibility to have partial competences certifies to be integrates with modules of vocational training.

INVENTORY OF PRACTICES

WELCOMING

- Not applicable

ASSIGNING/ TRACKLING/ SETTLING IN CLASS

- Not applicable

MONITORING/ FOLLOWING –UP / INTEGRATION

- Not applicable

EXIT OF EDUCATION AND LABOUR INSERTION

- The process of recognition of professional competences ends with the certification of assessed unities of sub-unities of competences. Awarded certificates are recognized, for the moment, in the territory of Andalusia and further steps towards coordination among Spanish regional and national governments will allow to make certificates valid all over the country.

- Awarded certificate are formal professional ones, recognized by public administration in all public call for employments, and, consequently, useful also in job search in private sectors.

- Partial recognized competences are also considered as formal outcome of learning processes, and allow to enter in complementary VT processes.

EVALUATION PROTOCOLS

- Different stages of assessment are foreseen in the recognition process, based mostly on interview, certificates and other document analysis and work performance examinations.

- VT counselling is also offered to people that present lacks of competences, in order to guide them to complete their professional profile.

- Critical or weak points of the process, TCN specific or not, are presented in previous ARCKA reports.

DATA FORM FOR MAPPING ACTION
ID number: 5 – UNIVERSITY CERTIFICATION PLATFORM (CERTIUNI)
INSTITUTION NAME: Board of Spanish University Chancellors (CRUE).
TYPE OF INSTITUTION / CENTER
Spanish Universities
TYPE OF EDUCATION TAUGHT IN THE CENTER
Superior
TYPE OF CENTRE
Not applicable
COUNTRY: Spain
REGION: All Spain
POSTAL ADDRESS: CertiUni Permanent Secretary. University of Huelva.
C/ Dr. Cantero Cuadrado, 6. Huelva (CP: 21071)
TELEPHONE (LAND): +34 -959218178
EMAIL; WEBSITE: secretaria@certiuni-crue.org; **http://www.certiuni-crue.org/.**
STUDENTS' AGE RANGE: All ages
STUDENTS' MAIN TCN NATIONALITIES: All countries (UE and Non-UE students)
TRAINING SPECIALITIES : Non applicable
WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION
Any person (university or non-university) can access to the platform and achieve a certification.
Quick, economic and reliable way of certification. On line platform, with a shared model of management among Spanish universities that optimize resources Certifications are very valuable and recognised by companies, as they are issued by the Universities (CRUE), the Spanish Confederation of Employers' Organizations (CEOE) and the Ministry of Education. Different and very valuable in the labor market competencies are certified, in the area of language, computing and personal competencies.
INVENTORY OF PRACTICES
WELCOMING
- Not applicable
ASSIGING/ TRACKLING/ SETTLING IN CLASS
- Not applicable
MONITORING/ FOLLOWING –UP / INTEGRATION
- Not applicable

ASSESSMENT, VALIDATION, CERTIFICATION

Assessment, and certification of competencies in three important areas for the labor market:

- Languages
- Computing
- Personal competencies

All the assessment work through on line tests that are completed by students. Students previously must enroll in the platform to do the tests.

1) Languages

It is certified by Certiuni through the *BULATS[17] Online Reading and Listening test.* BULATS is a test that determines the level of knowledge of languages following what is established by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Bulats tests are available in CertiUni in four languages:

-English (University of Cambridge)
-French (Alliance Française)
-German (Goethe Institut)
-Spanish (Universidad de Salamanca)

Bulats uses adaptative testing techniques, and the level of the test is adapted to each candidate.

2) Personal Competencies

Two different tests are offered by CertiUni: CPP (participatory and personal competences) and CPP (extended participatory and personal competences). They allow to detect the potencial and skills of people who are assessed and the characteristics of behaviour that are more demanded in the labor markets. The candidates receive a report that show their profile of generic competences, demonstrated through the tests. These tests have been developed by the IIC-Knowledge Engineering Institute[18] (Autonomous University of Madrid).

Personal Competencies: Measurement Indicators by Competencies

Competencies	CPP Indicators	Extended CPP Indicators
Personal	Emotional adjustment	
Extraversion		
Cordiality		
Openness to experience		
Responsability	Emotional adjustment	
Extraversion		
Cordiality		
Responsability for Success		
Responsability for Failures	Responsability	
Stress resistance		
Management	Responsability for Success	
Responsability for Failures		
Challenging objectives		
Client problems solution		
Active participation in the work team	Assuming a Leadership role	
Direcction of people		
Communication abilities collaborators		

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[17] Business Language Testing Service . In http://www.bulats.org/computer-based-tests/online-tests.
[18] http://www.iic.uam.es/en/.

Development of people

Analysis capability/
  ability to synthesise

Learning potencial   Analysis capability

General reasoning   Openness to experience

Numerical reasoning,
  general reasoning and verbal reasoning

Managing Abilities   Speed of reaction in situations of crisis

roactivity

Capability to adapt

Challenging objectives
  Problems solution

Ability to relation to others and participation   Active participation in the work team

Commitment with the team

Solution of conflicts in the team
  Sharing information with the team

3) Computing

CertiUni also promotes the achievement of certifications designed by the main ICT multinationals (Microsoft, LPI, Oracle,...). There are desktop certifications (Microsoft Office) and technical ones (Microsoft, LPI, Zentyal, ...)

Available Desktop Certifications Available Technical Certifications

Microsoft Office Specialist (MOS)

Microsoft Office 2010

•Word 2010 (Core)

•Excel 2010 (Core)

•Word 2010 (Expert)

•Excel 2010 (Expert)

•PowerPoint 2010

•Access 2010

•Outlook 2010

Microsoft Office 2007

•Word 2007

•Excel 2007

•PowerPoint 2007

•Access 2007

•Outlook 2007

Windows Vista

        MICROSOFT CERTIFIED TECHNOLOGY SPECIALIST (MCTS)

•Windows Client technologies

•Windows Server technologies

•Microsoft Visual Studio

•Microsoft SQL Server

•Microsoft Exchange Server

Microsoft SharePoint Server

LINUX PROFESSIONAL INSTITUTE (LPI)
Junior Level Linux Professional (LPIC-1)
Advanced Level Linux Professional (LPIC-2)
Senior Level Linux Professional (LPIC-3)

ZENTYAL
Zentyal Certified Associate (ZeCA)

4. Netherlands

DATA FORM FOR MAPPING ACTION

ID number: M1
INSTITUTION NAME: UAF – Stichting voor Vluchtelingen Studenten
TYPE OF INSTITUTION / CENTER Foundation
TYPE OF EDUCATION TAUGHT IN THE CENTER Study and Work for highly educated refugees
TYPE OF CENTRE Foundation
COUNTRY: Ithe Netherlands
REGION: Zuid Holland
POSTAL ADDRESS, CITY Wilhelmina Park, Utrecht
TELEPHONE (LAND): *31- (030) 252 08 35
MOBILE: n/a
FAX: *31 - (030) 252 18 99
EMAIL: info@centrocome.it
STUDENTS' AGE RANGE 18 to 55
STUDENTS' MAIN TCN NATIONALITIES Approx. 2400 students with 82 different nationalities backgrounds
WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION
The action Refugee Scientist allows scientist from thirld world country to build a network in their field of expertise and get in touch with academics, their work, and with resources.
MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION
- screening of study certifications - interview with the candidate about its learning activities
INVENTORY OF PRACTICES
WELCOMING
- Learning and integration trajectory in the academic world through the foundation support and the co-operation with a participant university in the scheme.
ASSIGNING/ TRACKLING/ SETTLING IN CLASS
- Negotiation of placement on behalf of the foundation for a period as visiting scholar at a research institute
MONITORING
- The activity is not formally monitored but both client and hosting institution are asked for feedback on the results achieved on this initiative
RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS
Given the nature of the foundation UAF functions as an independent body in the recognition of competences as well as prior learning and skills of its clients. The

screening carried out at UAF does not have any legal ground. This is determined instead by NUFFIC.

EVALUATION PROTOCOLS

Internal evaluation protocol to UAF are applied

OTHER PRACTICES TCN

UAF also counts for other TCN aimed initiatives such as the support of societal insertion of the TCN in a municipality and the advancement of the TCN position in society through a taylor made study plan and placement at work that matches the TCN capacities and, where posible, previous qualifications.

OTHER TOOLS TCN

OTHER NOTES OR OBSERVATIONS

DATA FORM FOR MAPPING ACTION

ID number: M2

INSTITUTION NAME:
Huis van de Wereld / SNV Brabant Centraal

TYPE OF INSTITUTION / CENTER
Foundation

TYPE OF EDUCATION TAUGHT IN THE CENTER
Basic Dutch language education and insertion in integration trajectories

TYPE OF CENTRE

Foundation

COUNTRY: The Netherlands

REGION: Noord-Brabant

POSTAL ADDRESS, CITY

Spoorlan 346, Tilburg

TELEPHONE (LAND): *31-13-5420100

EMAIL: info@huisvandewereld.nl

STUDENTS' AGE RANGE
Young and Adult

STUDENTS' MAIN TCN NATIONALITIES

Refugees and asylum seekers from all over the world

TRAINING SPECIALITIES

Recognition of previous learning and settling the third country national at work

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

The employees of SNV Brabant Central supportdaily refugees and asylum seekers in a municipality or in an asylum seeking centre in the region. The organization supports asylum seekers in the process of enlarging their chances of becoming emancipated in society

Amongst the different initiatives that are carried out by SNV the one that was chosen as good practice focuses on women which in this project get the chance to be inserted in a working trajectory or enter mainstream society through voluntary work. These women have the EVC qualification (an unofficial qualification that certifies recognition of previous knowledge collected earlier or somewhere else). Before starting voluntary work tasks, women are put through a Talent training of 8 weeks where the participants achieve an insight in their knowledge and skills, on the basis of which are then made to choose which voluntary work suits them most.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- evaluation of non formal and informal learning;

- evaluation of "evidences" of this prior learning;

- eventual evaluation of certification, although authorities lend no official recognition to this.

PROJECTS OR EXPERIENCES IN THE CENTER/ INSTITUTION FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

- meeting circles, sharing experiences and needs
- work group experiences, with a focus on the waiting , project EVC/1001

INVENTORY OF PRACTICES

WELCOMING
- SNV takes care of recruiting literate women who are asylum seekers or refugees

ASSIGING/ TRACKLING/ SETTLING IN CLASS
- On the basis of a talk with a mentor, the talk takes place either in Dutch, French or English, the participant is let access the talent training.

MONITORING
There is no other evidence of monitoring except through the SNV contact point and the contact point of the voluntary work organisation.

RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS
There is an informal report being written up before the candidate enters the talent training, this is the only form of validation and certification he or she receives

EVALUATION PROTOCOLS
There is an internal evaluation of the progress of each client, this evaluation is compiled

by the client's own mentor and by his/her Dutch language teacher

OTHER PRACTICES TCN

TCNs are also given the opportunity to become part of an alumni network, made by older UAF clinets who have achieved a position in mainstream Dutch society

OTHER TOOLS TCN

OTHER NOTES OR OBSERVATIONS

UAF has been awarded the Goede Doelen AWARD for 2011, a prize awarded through the national newspaper Trouw.

DATA FORM FOR MAPPING ACTION

ID number: M3

INSTITUTION NAME:

ISK Cajiut

http://pr.janvanbrabantcollege.nl/Page/sp74/ml1/Index.html

TYPE OF INSTITUTION / CENTER
School

TYPE OF CENTRE
Public

COUNTRY: The Netherlands

REGION: Noord-Brabant

POSTAL ADDRESS, CITY:
Wethouder Ebbenlaan 135
5701 AH Helmond

WHY SELECTED AS GOOD PRACTICE: BRIEF DESCRIPTION

Integration of pupils in Dutch mainstream society does not only happen through formal education but also through the gaining experience through work practice and through voluntary work in the healthcare sector with a specific focus on helping the elderly and in turn learning Dutch through doing.

MAIN ACTIVITIES FOR ASSESSING AND RECOGNITION OF PRIOR LEARNING AND SKILLS CERTIFICATION

Each pupil is asked to bring in their certification where possible for previous schooling trajectory and previous qualifications, where possible pupils' parents are also interviewed so to assess the educational level at home and the experience that these pupils have had in their country of origin. Once the pupil's background is assessed then the pupils is placed either in the bovenbouw (uppergrade) or in the onderbouw (lowergrade) and a learning trajectory for Dutch, maths and English language is formulated.

INVENTORY OF PRACTICES

WELCOMING

Guidance:
Guidance activities related to placement either in the lower or the upper grade is given on the basis of the track of records that the students bring along with themselves and on the basis of an examination.

ASSIGNING/ TRACKLING/ SETTLING IN CLASS
On the basis of certificates taken from previous educational institutions and where possible in line with the requests advanced from the parents
MONITORING
School reports and parents evenings
RECOGNITION, VALIDATION, CERTIFICATION OF COMPETENCES, PRIOR LEARNING/ SKILLS
Done on the basis of documents in order to settle a pupil either in the upper or lower class, mainly on the basis of their language skills
EVALUATION PROTOCOLS
OTHER PRACTICES TCN
OTHER NOTES OR OBSERVATIONS

ANNEX C: Ranking of good practices concerning the Criteria

1. Germany

2. Italy

3. Belgium

4. Spain

5. Netherlands

1. GERMANY

Criteria for good practice –
Germany (Ada – und – Theodor – Lessing – Volkshochschule)   *Retraining*

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	**Content** (18 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)		1		
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)		1		
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1			
1.5	Organizing recognition			1	
1.6	The chance to get a qualified job has been improved	1			
	Results	**9**	**2**	**0**	**11**
2.	**Methods** (18 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation		1		
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account		1		
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1			
2.6	Monitoring and support is provided	1			
	Results	**12**	**2**	**0**	**14**
3.	**Accessibility** (6 points)				
3.1	Availability (it should be possible to use it in several areas or countries)			1	
3.2	Affordability (no big investments are needed)	1			
	Results	**3**	**0**	**0**	**3**

4.	Sustainability (9 points)				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			1	
4.3	Publicity, dissemination of results		1		
	Results	**3**	**1**	**0**	**4**
5.	Quality Control (6 points)				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**6**	**0**	**0**	**6**

Total   **38**

Criteria for good practice –
Germany (Ada – und – Theodor – Lessing –
Volkshochschule)

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content (18 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)		1		
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)			1	
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved	1			
	Results	**12**	**1**	**0**	**13**
2.	Methods (18 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account		1		
2.4	Success feelings for the students are possible			1	
2.5	Communication between native and non-native students is improved			1	
2.6	Monitoring and support is provided		1		
	Results	**6**	**2**	**0**	**8**
3.	Accessibility (6 points)				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)		1		
	Results	**3**	**1**	**0**	**4**
4.	Sustainability (9 points)				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers	1			
4.3	Publicity, dissemination of results	1			
	Results	**9**	**0**	**0**	**9**

5.	Quality Control (6 points)				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)		1		
	Results	**3**	**1**	**0**	**4**

Total   38

Criteria for good practice –
Germany (Ada – und – Theodor – Lessing –
Volkshochschule)

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)		1		
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)			1	
1.5	Organizing recognition		1		
1.6	The chance to get a qualified job has been improved		1		
	Results	**6**	**3**	**0**	**9**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved			1	
2.6	Monitoring and support is provided		1		
	Results	**12**	**1**	**0**	**13**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)		1		
	Results	**3**	**1**	**0**	**4**
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers	1			
4.3	Publicity, dissemination of results		1		
	Results	**6**	**1**	**0**	**7**

5.	Quality Control (6 points)				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)			1	
	Results	**3**	**0**	**0**	**3**

Total   **36**

Criteria for good practice –
Germany (Ada – und – Theodor – Lessing –
Volkshochschule)   *German for the Job*

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	**In total**
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)		1		
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)		1		
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)			1	
1.5	Organizing recognition			1	
1.6	The chance to get a qualified job has been improved	1			
	Results	**6**	**2**	**0**	**8**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1			
2.6	Monitoring and support is provided	1			
	Results	**18**	**0**	**0**	**18**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)	1			
	Results	**6**	**0**	**0**	**6**
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			1	
4.3	Publicity, dissemination of results			1	
	Results	**3**	**0**	**0**	**3**

5.	Quality Control (6 points)				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)			1	
	Results	**3**	**0**	**0**	**3**

Total   **38**

2. ITALY

Criteria for good practice *Galdus Società Cooperativa - Centro Easy*		*Attività di accoglienza degli stranieri e di accompagnamento nel loro inserimento nel mondo del lavoro*			
		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	**In total**
1	Content (24 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1			
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved	1			
	Results	**18**	**0**	**0**	**18**
2.	Methods (24 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved		1		
2.6	Monitoring and support is provided	1			
	Results	**15**	**1**	**0**	**16**
3.	Accessibility (8 points)				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)		1		
	Results	**3**	**1**	**0**	**4**
4.	Sustainability (12 points)				

4.1	Long-term use of created structures		1		
4.2	Influence on policy-makers		1		
4.3	Publicity, dissemination of results	1			
	Results	**3**	**2**	**0**	**5**
5.	Quality Control **(8 points)**				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**6**	**0**	**0**	**6**
6.	Other				
6.1	Context / network arount the target (es. family, teacher, operators of specific services for ex. educator, psychologist, ecc.)		1		
	Results	**0**	**1**	**0**	**1**
	Total				**50**

Learning week

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	**Content (24 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)			1	
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)		1		
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved	1			
	Results	**12**	**1**	**0**	**13**
2.	**Methods (24 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account		1		
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1			
2.6	Monitoring and support is provided	1			
	Results	**15**	**1**	**0**	**16**
3.	**Accessibility (8 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)		1		
	Results	**3**	**1**	**0**	**4**
4.	**Sustainability (12 points)**				
4.1	Long-term use of created structures		1		
4.2	Influence on policy-makers			1	
4.3	Publicity, dissemination of results	1			
	Results	**3**	**1**	**0**	**4**
5.	**Quality Control (8 points)**				
5.1	Evaluation is included	1			

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5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**6**	**0**	**0**	**6**
6.	Other				
6.1	Context / network around the target (es. family, teacher, operators of specific services for ex. educator, psychologist, ecc.)	1			
	Results	**3**	**0**	**0**	**3**
	Total				**46**

Galdus Società Cooperativa

Project "Non uno di meno"

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	**In total**
1	Content **(24 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)				
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1			
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved			1	
	Results	**12**	**0**	**0**	**12**
2.	Methods **(24 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1			
2.6	Monitoring and support is provided		1		
	Results	**15**	**1**	**0**	**16**
3.	Accessibility **(8 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)		1		
	Results	**3**	**1**	**0**	**4**
4.	Sustainability **(12 points)**				
4.1	Long-term use of created structures		1		
4.2	Influence on policy-makers			1	
4.3	Publicity, dissemination of results	1			
	Results	**3**	**1**	**0**	**4**
5.	Quality Control **(8 points)**				
5.1	Evaluation is included	1			

5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1				
	Results	**6**	**0**	**0**	**6**	
6.	Other					
6.1	Context / network arount the target (es. family, teacher, operators of specific services for ex. educator, psychologist, ecc.)	1				
	Results	**3**	**0**	**0**	**3**	

Total   **45**

Galdus Società Cooperativa	Guidance activities entering/outgoing the second cycle of the school			
	Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	**In total**
1 Content (24 points)				
1.1 Good information measures for the target group	1			
1.2 Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3 Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4 Offering certified qualification (for example a training which finishes with an exam and accredited certification)			1	
1.5 Organizing recognition		1		
1.6 The chance to get a qualified job has been improved	1			
Results	**12**	**1**	**0**	**13**
2. Methods (24 points)				
2.1 The goals are specified	1			
2.2 The practice ensure active participation		1		
2.3 Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4 Success feelings for the students are possible	1			
2.5 Communication between native and non-native students is improved		1		
2.6 Monitoring and support is provided	1			
Results	**12**	**2**	**0**	**14**
3. Accessibility (8 points)				
3.1 Availability (it should be possible to use it in several areas or countries)	1			
3.2 Affordability (no big investments are needed)		1		
Results	**3**	**1**	**0**	**4**
4. Sustainability (12 points)				
4.1 Long-term use of created structures		1		
4.2 Influence on policy-makers		1		
4.3 Publicity, dissemination of results			1	
Results	**0**	**2**	**0**	**2**
5. Quality Control (8 points)				
5.1 Evaluation is included	1			

5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**6**	**0**	**0**	**6**
6.	Other				
6.1	Context / network arount the target (es. family, teacher, operators of specific services for ex. educator, psychologist, ecc.)		1		
	Results	**0**	**1**	**0**	**1**
	Total				**40**

		Experimentation of certification non formal / informal competences			
		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content (24 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1			
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved		1		
	Results	**15**	**1**	**0**	**16**
2.	Methods (24 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account		1		
2.4	Success feelings for the students are possible		1		
2.5	Communication between native and non-native students is improved			1	
2.6	Monitoring and support is provided			1	
	Results	**6**	**2**	**0**	**8**
3.	Accessibility (8 points)				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)	1			
	Results	**6**	**0**	**0**	**6**
4.	Sustainability (12 points)				
4.1	Long-term use of created structures		1		
4.2	Influence on policy-makers		1		
4.3	Publicity, dissemination of results		1		
	Results	**0**	**3**	**0**	**3**
5.	Quality Control (8 points)				
5.1	Evaluation is included	1			

5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)		1		
	Results	**3**	**1**	**0**	**4**
6.	Other				
6.1	Context / network "arount the target" (es. family, teacher, operators of specific services for ex. educator, psychologist, ecc.)			1	
	Results	**0**	**0**	**0**	**0**

Total   **37**

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content (24 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)			1	
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)		1		
1.5	Organizing recognition		1		
1.6	The chance to get a qualified job has been improved			1	
	Results	**6**	**2**	**0**	**8**
2.	Methods (24 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account		1		
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved		1		
2.6	Monitoring and support is provided	1			
	Results	**12**	**2**	**0**	**14**
3.	Accessibility (8 points)				
3.1	Availability (it should be possible to use it in several areas or countries)		1		
3.2	Affordability (no big investments are needed)	1			
	Results	**3**	**1**	**0**	**4**
4.	Sustainability (12 points)				
4.1	Long-term use of created structures		1		
4.2	Influence on policy-makers			1	
4.3	Publicity, dissemination of results		1		
	Results	**0**	**2**	**0**	**2**
5.	Quality Control (8 points)				
5.1	Evaluation is included	1			

Progetto Passaggi

5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**6**	**0**	**0**	**6**
6.	Other				
6.1	Context / network "arount the target" (es. family, teacher, operators of specific services for ex. educator, psychologist, ecc.)		1		
	Results	**0**	**1**	**0**	**1**
	Total				**35**

3. Belgium

Nouveau Saint-Servais

Red Cross *Booklet*

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification			0	
1.3	Assessment of non-formal qualification			0	
1.4	Offering certified qualification			0	
1.5	Organizing recognition			0	
1.6	The chance to get a qualified job has been improved			0	
	Results	**3**	**0**	**0**	**3**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation			0	
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible			0	
2.5	Communication between native and non-native students is improved			0	
2.6	Monitoring and support is provided			0	
	Results	**6**	**0**	**0**	**6**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)	1			
	Results	**6**	**0**	**0**	**6**
4.	Sustainability (9 **points**)				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			0	

4.3	Publicity, dissemination of results	1			
	Results	**6**	**0**	**0**	**6**
5.	**Quality Control** (6 points)				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems			0	
	Results	**3**	**0**	**0**	**3**

Total   **24**

Nouveau Saint-Servais

Welcome Notebook
Lycée De Sales, Gilly

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	**In total**
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification			0	
1.3	Assessment of non-formal qualification			0	
1.4	Offering certified qualification			0	
1.5	Organizing recognition			0	
1.6	The chance to get a qualified job has been improved			0	
	Results	**3**	**0**	**0**	**3**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved		1		
2.6	Monitoring and support is provided	1			
	Results	**15**	**1**	**0**	**16**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)	1			
	Results	**6**	**0**	**0**	**6**
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers		1		
4.3	Publicity, dissemination of results		1		
	Results	**3**	**2**	**0**	**5**
5.	Quality Control **(6 points)**				
5.1	Evaluation is included	1			

5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)		1		
	Results	**3**	**1**	**0**	**4**

Total   **34**

Nouveau Saint-Servais

Skill Assessment Test in the Native Language Campus Saint-Jean, Brussels

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification	1			
1.3	Assessment of non-formal qualification			0	
1.4	Offering certified qualification			0	
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved			0	
	Results	**9**	**0**	**0**	**9**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved			0	
2.6	Monitoring and support is provided	1			
	Results	**15**	**0**	**0**	**15**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)		1		
3.2	Affordability (no big investments are needed)		1		
	Results	**0**	**2**	**0**	**2**
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			0	
4.3	Publicity, dissemination of results			0	
	Results	**3**	**0**	**0**	**3**
5.	Quality Control **(6 points)**				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems			0	

Results		3	0	0	3

Total **32**

Nouveau Saint-Servais

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content (18 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification	1			
1.3	Assessment of non-formal qualification			0	
1.4	Offering certified qualification			0	
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved		1		
	Results	**9**	**1**	**0**	**10**
2.	Methods (18 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation			0	
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible			0	
2.5	Communication between native and non-native students is improved			0	
2.6	Monitoring and support is provided	1			
	Results	**9**	**0**	**0**	**9**
3.	Accessibility (6 points)				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)	1			
	Results	**6**	**0**	**0**	**6**
4.	Sustainability (9 points)				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			1	
4.3	Publicity, dissemination of results		1		
	Results	**3**	**1**	**0**	**4**
5.	Quality Control (6 points)				
5.1	Evaluation is included	1			

5.2	Documentation of successes and problems	1			
	Results	**6**	**0**	**0**	**6**

Total   **35**

Nouveau Saint-Servais

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification	1			
1.3	Assessment of non-formal qualification			0	
1.4	Offering certified qualification	1			
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved	1			
	Results	**15**	**0**	**0**	**15**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved		1		
2.6	Monitoring and support is provided	1			
	Results	**15**	**1**	**0**	**16**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)	1			
	Results	**6**	**0**	**0**	**6**
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			1	
4.3	Publicity, dissemination of results		1		
	Results	**3**	**1**	**0**	**4**

5.	Quality Control (6 points)				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems	1			
	Results	**6**	**0**	**0**	**6**

Total   **47**

Belgium Nouveau Saint-Servais

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification	1			
1.3	Assessment of non-formal qualification			0	
1.4	Offering certified qualification	1			
1.5	Organizing recognition		1		
1.6	The chance to get a qualified job has been improved	1			
	Results	**12**	**1**	**0**	**13**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1			
2.6	Monitoring and support is provided		1		
	Results	**15**	**1**	**0**	**16**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)		1		
3.2	Affordability (no big investments are needed)		1		
	Results	**0**	**2**	**0**	**2**
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers	1			
4.3	Publicity, dissemination of results		1		
	Results	**6**	**1**	**0**	**7**
5.	Quality Control **(6 points)**				
5.1	Evaluation is included		1		

5.2	Documentation of successes and problems			1	
	Results	**0**	**2**	**0**	**2**

Total   **40**

4. Spain

Transversal Mentoring (Colegio Salesianos, Huelva)

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content (18 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)			1	
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1			
1.5	Organizing recognition			1	
1.6	The chance to get a qualified job has been improved	1			
	Results	**12**	**0**	**0**	**12**
2.	Methods (18 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1			
2.6	Monitoring and support is provided	1			
	Results	**18**	**0**	**0**	**18**
3.	Accessibility (6 points)				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)		1		
	Results	**3**	**1**	**0**	**4**

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers		1		
4.3	Publicity, dissemination of results			1	
	Results	**3**	**1**	**0**	**4**
5.	Quality Control **(6 points)**				
5.1	Evaluation is included	1			
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**6**	**0**	**0**	**6**
	Total				**44**

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content (18 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)			1	
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)			1	
1.5	Organizing recognition			1	
1.6	The chance to get a qualified job has been improved		1		
	Results	**6**	**1**	**0**	**7**
2.	Methods (18 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation		1		
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved			1	
2.6	Monitoring and support is provided	1			
	Results	**12**	**1**	**0**	**13**
3.	Accessibility (6 points)				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)	1			
	Results	**6**	**0**	**0**	**6**

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
4.	Sustainability (9 points)				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			1	
4.3	Publicity, dissemination of results			1	
	Results	**3**	**0**	**0**	**3**
5.	Quality Control (6 points)				
5.1	Evaluation is included		1		
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**3**	**1**	**0**	**4**
	Total				**33**

Intercultural and Social and Family Mediation Andalucía Acoge/ C.P. San José Obrero/ I.E.S. Carlos Castilla del Pino/ I.E.S. Guadalpín/ Others in Andalusia (Education Centres and NGOs)

		Well resolved (3 points)	Needs improve-ment (1 point)	Does not apply (0 points)	In total
1	Content (18 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)			0	
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)		1		
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)			0	
1.5	Organizing recognition		1		
1.6	The chance to get a qualified job has been improved	1			
	Results	**6**	**2**	**0**	**8**
2.	Methods (18 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1			
2.6	Monitoring and support is provided	1			
	Results	**18**	**0**	**0**	**18**
3.	Accessibility (6 points)				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)		1		
	Results	**3**	**1**	**0**	**4**

		Well resolved (3 points)	Needs improve-ment (1 point)	Does not apply (0 points)	In total
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers	1			
4.3	Publicity, dissemination of results		1		
	Results	**6**	**1**	**0**	**7**
5.	Quality Control **(6 points)**				
5.1	Evaluation is included		1		
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)		1		
	Results	**0**	**2**	**0**	**2**
	Total				**39**

		Well resolved (3 points)	Needs improve-ment (1 point)	Does not apply (0 points)	In total
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1		0	
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1		0	
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved	1			
	Results	**18**	**0**	**0**	**18**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation			0	
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and			1	

	non-native students is improved				
2.6	Monitoring and support is provided	1			
	Results	**12**		**1**	**12**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)	1			
3.2	Affordability (no big investments are needed)	1			
	Results	**6**			**6**
4.	Sustainability (9 points)				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers	1			
4.3	Publicity, dissemination of results	1			
	Results	**6**	**0**	**0**	**6**
5.	Quality Control (6 points)		1		
5.1	Evaluation is included		1		
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)		1		
	Results	**0**	**3**	**0**	**3**
	Total				**45**

5. Netherlands

Criteria for good practice –
Tilburg University, The Netherlands

UAF - Stichting voor Vluchtelingen Studenten

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	**In total**
1	Content **(18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)	1			
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1			
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved	1			
	Results	**18**	**0**	**0**	**18**
2.	Methods **(18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1		0	
2.6	Monitoring and support is provided	1			
	Results	**18**	**0**	**0**	**18**
3.	Accessibility **(6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)			0	
3.2	Affordability (no big investments are needed)		1		
	Results	**0**	**1**	**0**	**1**
4.	Sustainability **(9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			0	

4.3	Publicity, dissemination of results	1			
	Results	**6**	**0**	**0**	**6**
5.	Quality Control **(6 points)**				
5.1	Evaluation is included			0	
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**3**	**0**	**0**	**3**

Total   **46**

Tilburg University, The Netherlands

Huis van de Wereld, Tilburg

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	Content (24 points)				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)		1		
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1			
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved	1			
	Results	**15**	**1**	**0**	**16**
2.	Methods (24 points)				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account	1			
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved		1		
2.6	Monitoring and support is provided	1			
	Results	**15**	**1**	**0**	**16**
3.	Accessibility (8 points)				
3.1	Availability (it should be possible to use it in several areas or countries)		1		
3.2	Affordability (no big investments are needed)	1			
	Results	**3**	**1**	**0**	**4**
4.	Sustainability (12 points)				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			0	
4.3	Publicity, dissemination of results		1		
	Results	**3**	**1**	**0**	**4**
5.	Quality Control (8 points)				

5.1	Evaluation is included			1	
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**3**	**0**	**0**	**3**

Total   **43**

Criteria for good practice –

Tilburg University, The Netherlands　　　　*ISK Caijut*

		Well resolved (3 points)	Needs improvement (1 point)	Does not apply (0 points)	In total
1	**Content (18 points)**				
1.1	Good information measures for the target group	1			
1.2	Assessment of formal qualification (for example school-notes, school-leaving certificates, certificate of having finished parts of an apprenticeship, certificates about a special training (computing, sign language, driver's licenses, forklift license..)	1			
1.3	Assessment of non-formal qualification (for example languages, computing, coaching a sports-team, experience in caring young or elder people…)		1		
1.4	Offering certified qualification (for example a training which finishes with an exam and accredited certification)	1			
1.5	Organizing recognition	1			
1.6	The chance to get a qualified job has been improved	1			
	Results	**15**	**1**	**0**	**16**
2.	**Methods (18 points)**				
2.1	The goals are specified	1			
2.2	The practice ensure active participation	1			
2.3	Orientation on the needs of immigrants (TCNs). Taking education and professional experience into account		1		
2.4	Success feelings for the students are possible	1			
2.5	Communication between native and non-native students is improved	1		0	
2.6	Monitoring and support is provided	1			
	Results	**15**	**1**	**0**	**16**
3.	**Accessibility (6 points)**				
3.1	Availability (it should be possible to use it in several areas or countries)			0	
3.2	Affordability (no big investments are needed)		1		
	Results	**0**	**1**	**0**	**1**
4.	**Sustainability (9 points)**				
4.1	Long-term use of created structures	1			
4.2	Influence on policy-makers			0	
4.3	Publicity, dissemination of results	1			
	Results	**6**	**0**	**0**	**6**

5.	Quality Control (6 points)				
5.1	Evaluation is included			0	
5.2	Documentation of successes and problems (means data about successful exams, getting jobs or apprenticeships in continuity, dropout)	1			
	Results	**3**	**0**	**0**	**3**

Total   **42**

ANNEX D: Material

1. Germany

2. Belgium

3. Spain

1. Germany

Integration durch Qualifizierung

IHK Industrie- und Handelskammer Hannover

IQ Netzwerk Niedersachsen

Die Anerkennungs- bzw. Bewertungsverfahren für ausländische Berufs- und Bildungsabschlüsse werden in Deutschland von unterschiedlichen Institutionen durchgeführt.

Für Menschen, die eine Anerkennung ihrer im Ausland erworbenen Berufsabschlüsse anstreben, ist es oft sehr schwierig, die für sie zuständige Anerkennungsstelle zu finden.

Um Ihnen einen Überblick über die Möglichkeiten der Anerkennung bzw. Bewertung Ihres Abschlusses zu geben, führt die IHK Hannover Anerkennungs-beratungen für Inhaber ausländischer Abschlüsse durch.

So finden Sie uns:

Postadresse:
Anerkennungsberatung
Industrie- und Handelskammer Hannover
Schiffgraben 49
30175 Hannover

Besucheradresse:
Unser Büro befindet sich in der Berliner Allee 23.

Die Anfahrtsbeschreibung finden Sie auf unserer Webseite: www.hannover.ihk.de/anfahrt

Ansprechpartner:
Maja Gorczynska-Wöhrmann
Tel.: 0511 / 3107 - 515

Tonio Boer
Tel.: 0511 / 3107 - 514

Das Förderprogramm „Integration durch Qualifizierung" zielt auf die nachhaltige Verbesserung der Arbeitsmarkt-integration von Erwachsenen mit Migrationshintergrund ab. Daran arbeiten bundesweit regionale Netzwerke, die von Fachstellen zu migrationsspezifischen Schwer-punktthemen unterstützt werden. Das Programm wird gefördert durch das Bundesministerium für Arbeit und Soziales, das Bundesministerium für Bildung und For-schung und die Bundesagentur für Arbeit.

Das Netzwerk IQ wird gefördert durch:

Erstanlaufstelle zur Bewertung ausländischer Abschlüsse

Anerkennungsberatung für Inhaber ausländischer Bildungs- und Berufsabschlüsse

Industrie- und Handelskammer Hannover

www.hannover.ihk.de
www.netzwerk-iq.de

Unsere Lehrgänge zeichnen sich aus durch

- bewährte Qualität von der Konzeption bis zu den Unterrichtsmaterialien
- Praxisnähe der Lernziele
- Praxisphasen im Kurs
- qualifizierte Lehrkräfte
- abwechselungsreichen Unterricht
- **bei Bedarf Förderunterricht in Deutsch für Teilnehmende mit Migrationshintergrund**

Beantragen Sie für diese Maßnahme bei der Agentur für Arbeit/JobCenter einen Bildungsgutschein.

Zugelassene Bildungs-maßnahme gemäß AZWV §9

Ansprechpartner und Beratung

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	Der Oberbürgermeister Ada-u.-Th.-Lessing-Volkshochschule Fachbereich Bildung u. Qualifizierung
Redaktion:	Renate Ackermann
Telefon:	0511 21555668
Fax:	0511 7010518
E-Mail:	Renate.Ackermann@Hannover-Stadt.de
Gestaltung:	Renate Ackermann
Druck:	Eigendruck
Stand:	April 2012

ADA UND THEODOR LESSING VOLKSHOCHSCHULE HANNOVER

Umschulung
Bürokauffrau/mann
Kauffrau/Kaufmann für
Bürokommunikation
in Teilzeit
mit Bildungsgutschein

Hannover

2. Belgium

Information Booklet for Migrant Parents

Carnet de bienvenue

Classe-passerelle

Lycée Mixte François de Sales

François de Sales

L Y C E E
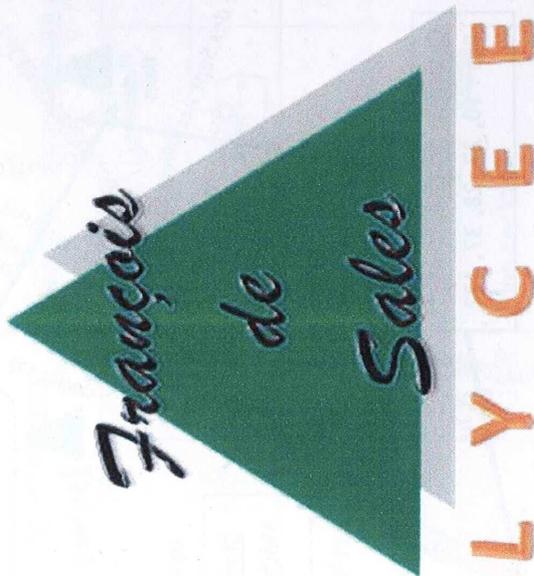
Place des Haies, 10
6060 Gilly
Tél. : 071/48.97.06

Multilingual Assessment Test

CAMPUS SAINT JEAN

Classe-passerelle

NOM

PRÉNOM

ADRESSE

SEXE

DATE DE NAISSANCE

AGE

LIEU DE NAISSANCE

NATIONALITE

LANGUE MATERNELLE

AUTRES LANGUE(S) PARLÉE(S)

Hello

This is an exercise to assess your reading level in your language.

Carry out the following instructions in front of the examiner. Make clear movements !

Attention
Read the following instructions carefully before carrying them out !

First exercise

Stand up and open the door after touching your nose with your finger.

Second exercise

If you are a boy clap your hands. If you are a girl hit yours knees with your hands.

Third exercise

Don't stand up if you are older than 15.
Stand up if you are less than 15.

Fourth exercise

Take the sheet and the pencil that are in front of you.
Then draw a large square and finally draw a cross in the middle of that square

---
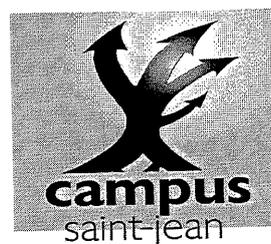
Language contract
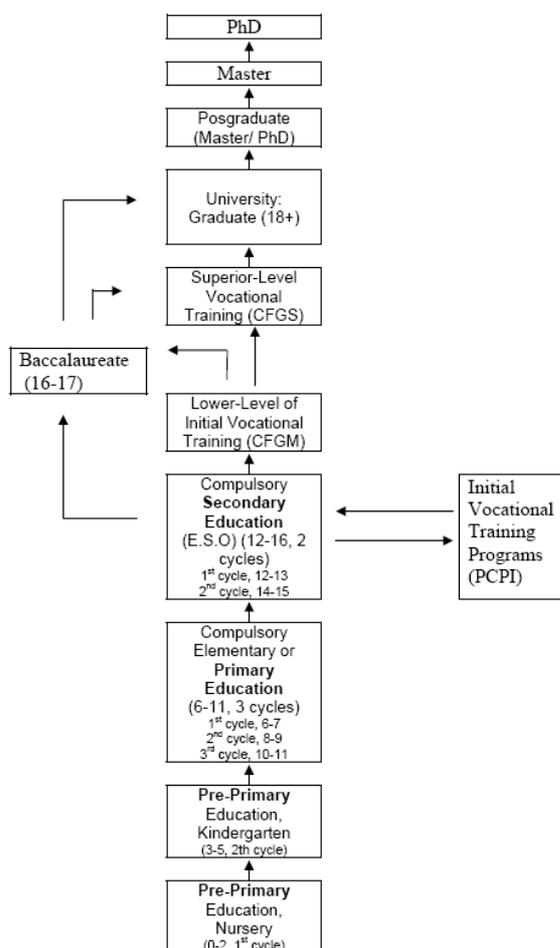
Au CAMPUS
SAINT JEAN

Pour bien apprendre le
français,

En classe, on ne parle que le
français,

PAS UNE AUTRE LANGUE.
[albanais]

PËR TË MESUAR FRENGJISHTEN

NUK DUHET TË PËRDORHET NË KLASËS

GJUHA SHQIPE.

3. Spain

Educative System in Spain. Stages

Source: Authors from LEY ORGÁNICA 2/2006, de 3 de mayo de 2006, de Ordenación de la Educación (*LOE*, Organic Law of Education). In: http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf (Accessed: 10-3-2011)

Welcoming, trackling, monitoring, evaluation protocols, certification: Examples

LANGUAGE TEST, 4º (CEIP SAN JOSÉ OBRERO SCHOOL)

Note: Only showed some fragments of a complete test.

ACTIVIDAD:	"UN MOMENTO DIFÍCIL"

Escucha detenidamente el diálogo que se expone a continuación en el que se reflejan dos opiniones contrarias. Presta atención para conocer bien los argumentos de cada una de las partes.

PREGUNTA 1

Responde a las siguientes preguntas sobre la conversación que has escuchado:

a) ¿Quiénes hablan?

_____

b) ¿Qué problema expone la niña?

_____
_____

c) ¿Qué opina el padre?

_____
_____

d) ¿Qué razones expone el padre de Inés para afirmar que Ana no debe jugar?

_____
_____
_____
_____

d) ¿Qué razones da Inés para decir lo contrario?

_____
_____
_____

CEIP SAN JOSÉ OBRERO
Prueba de Evaluación Final LENGUA ESPAÑOLA 4º   2008-2009

ACTIVIDAD:

"ESTE ES NUESTRO COLE"

PREGUNTA 11

¿Qué te parece la vida en nuestro colegio?
Escribe como mínimo diez líneas, con letra clara, sin tachaduras y sin cometer faltas de ortografía.

CEIP SAN JOSÉ OBRERO
Prueba de Evaluación Final LENGUA ESPAÑOLA 4º   2008-2009

Completa con **za, zo, zu, ce, ci.**

vaca….ones   man….no   po….   ma….ta

Completa con **ca, co, cu, que, qui.**

pe….ño   mos….ito   va….   ….rral

CEIP SAN JOSÉ OBRERO
Prueba de Evaluación Final LENGUA ESPAÑOLA 1º   2008-2009

Elige y completa.

Tú
Él
.... vive en la ciudad.

Yo
Ella
.... tengo un corral con animales.

Él
Tú
.... visitas la casa de tu abuelo.

El niño .... **pecoso   pecosa**

La vaca .... **blanco   blanca**

Los tomates .... **rojo   rojos**

Une cada palabra con su significado.

pecoso	Árbol frutal que da peras.
manzano	Persona muy agradable y amable.
corral	Que tiene muchas pecas.
impaciente	Árbol frutal que da manzanas.
peral	Lugar en el campo donde viven animales de granja, como gallinas, patos o pavos.
simpático	Persona que no tiene paciencia para esperar.

CONSEJERÍA DE SALUD

RESOLUCIÓN de 28 de noviembre de 2008, de la Dirección General de Personal y Desarrollo Profesional del Servicio Andaluz de Salud, por la que se acuerda la remisión del expediente administrativo requerido por el Juzgado de lo Contencioso-Administrativo núm. Dos de Sevilla, en el recurso procedimiento abreviado núm. 572/08, interpuesto por doña Inmaculada Caro Mar...

CONSEJERÍA DE EDUCACIÓN

RESOLUCIÓN de 13 de noviembre de 2008, de la Dirección General de Participación y Equidad en Educación, por la que se conceden subvenciones, en el ámbito autonómico, a entidades sin ánimo de lucro para el desarrollo de programas de mediación intercultural durante el curso 2008/2009.

1. Disposiciones generales

CONSEJERÍA DE EDUCACIÓN

ORDEN de 15 de abril de 2011, por la que se establecen las bases reguladoras para la concesión de subvenciones a entidades públicas, asociaciones del alumnado y de padres y madres del alumnado y otras entidades privadas en materia de equidad, participación, voluntariado, coeducación, mediación intercultural y absentismo escolar en Andalucía, y se efectúa su convocatoria para el curso 2011/2012.

Administración de la Junta de Andalucía para la concesión de subvenciones en régimen de concurrencia competitiva. Así mismo, y en cumplimiento de lo contenido en la Disposición adicional primera de la Orden referenciada, los rendimientos financieros que se generen por los fondos librados a las personas beneficiarias no incrementarán el importe de la subvención en ninguna de las líneas integradas en estas bases reguladoras, en razón de las características de las subvenciones. Por último se excepciona de hallarse al corriente en el cumplimiento de las obligaciones tributarias o frente a la Seguridad Social impuestas por las disposiciones vigentes y tener deudas

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PERFIL Y FUNCIONES DE LA MEDIACIÓN SOCIAL
INTERCULTURAL EN EL ÁMBITO EDUCATIVO

Sevilla, 14 de febrero 2007   BOJA núm. 33   Página núm. 7

1. Disposiciones generales

CONSEJERÍA DE EDUCACIÓN

ORDEN de 15 de enero de 2007, por la que se regulan las medidas y actuaciones a desarrollar para la atención del alumnado inmigrante y, especialmente, las Aulas Temporales de Adaptación Lingüística.
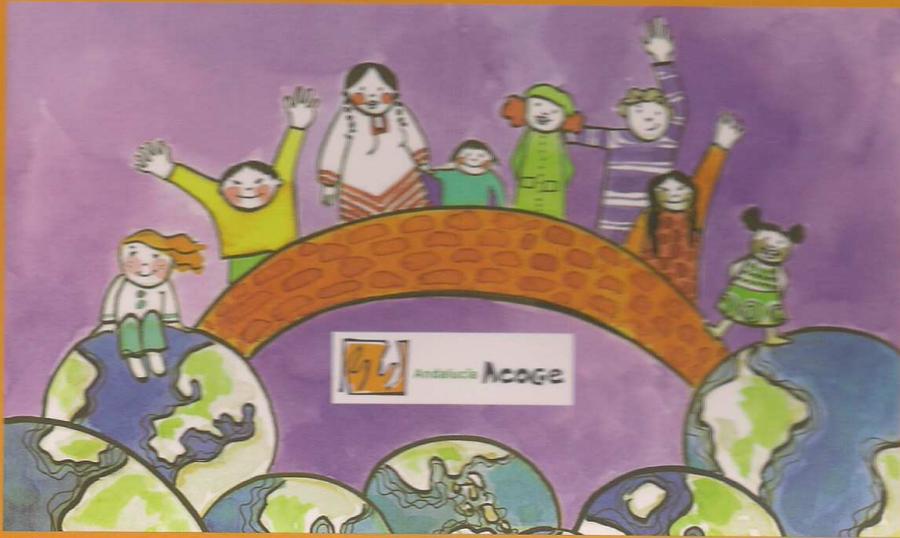
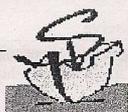ción Lingüística a las que se refiere el artículo 5 de la presente Orden.

2. Será de aplicación en los centros docentes públicos andaluces que impartan enseñanzas tanto en Educación Primaria como en Educación Secundaria Obligatoria.

Artículo 2. La atención del alumnado inmigrante.
1. Los centros docentes que escolaricen alumnado inmi-

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Colegio Salesiano "Cristo Sacerdote" Huelva
Colegio Integrado de Educación Infantil, Primaria, Secundária, y FP. Específica
Avda. Gómez de Avellaneda, 2, CP21005, Telf.: 959-150677 E-Mail: fp@salesianos-huelva.com

ENTREVISTA INICIAL Centro de F.P.E. Salesianos Huelva, SECCIÓN _____

DATOS PERSONALES DEL ALUMNO/A

Nombre:	Apellido 1:		Apellido 2:	
Fecha nacimiento:	Lugar nacimiento:		Edad:	Estado Civil::
Domicilio:		C.P:	Tlf.	

DATOS FAMILIARES

Nom. Padre:	Edad:	Estado Civil:	Estudios:
Profesión:	Situación Laboral:		
Nom. Madre:	Edad:	Estado Civil:	Estudios:
Profesión:	Situación Laboral:		

Nº Hermanos	Edad	Estado Civil	Estudios	Profesión	Situación Laboral

DATOS ACADEMICOS

Nivel de Acceso	Último Curso aprobado	Calificación final
Tiempo sin escolarización	Motivo	
Cursos repetidos	Motivo	Medidas de A. D. recibidas
Relación con los profesores	Motivo	Otras medidas recibidas

Centros anteriores	Localidad	Cursos realizados	Período

Colegio Salesiano "Cristo Sacerdote" Huelva
Colegio Integrado de Educación Infantil, Primaria, Secundaria, y FP. Específica
Avda. Gómez de Avellaneda, 2, CP21005, Telf.: 959-150677 E-Mail: fp@salesianos-huelva.com

Conoce la oferta educativa ___	Cómo llega al Centro	Su Centro ___	Alumno/a ___	Otros ___

Entrevistador:	Fecha entrevista:

Origen de la información:	Propuesto escolarización (1)___	Reorientado (1)___

DATOS/INFORMES SOLICITADOS	DATOS/INFORMES APORTADOS:
1.	1.
2.	2.
3.	3.
4.	4.

Especialidad:	Sección:	Centro:

Itinerario Formativo:

ENTREVISTA: DATOS DE INTERÉS

REALIZA ALGÚN TIPO DE ACTIVIDAD:	Sociales	Educativas	Deportivas	Lúdicas

HABILIDADES SOCIALES	Escucha	Sabe pedir ayuda	Autocontrol	Ayuda a los demás	Sabe mantener una conversación
	Reconoce sus errores	Atento	Responsable	Evita problemas	Extrovertido
	Distraído	Impulsivo	Sin interés	Expresa sus emociones	

Propuesto para Entrevista Específica (EQUIPO TÉCNICO DE ORIENTACIÓN). Motivos: