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European Manual

Erasmus+ Project:

Recognition of Good VET Practice for Refugees

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<p>Universität zu Köln, Germany</p> 	<p>Università Degli Studi di Bergamo, Italy</p> 

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Project Information

Information on the project is available on the national and international project websites.

International: <https://recovet.uni-koeln.de/en/>

Germany: <https://recovet.uni-koeln.de/de/>

Italy: <https://dlfc.unibg.it/it/ricerca/attivita-ricerca/progetti>

Austria: <https://www.uibk.ac.at/de/iol/wipaed/research/recovet/>

Spain: <https://www.uv.es/formacion-empleo-transiciones/es/proyectos/proyectos.html?p2=1286374251770&p5=TC;0;1&idA=>

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Dear evaluator,

The RecoVET online tool, the handbook and the toolbox are designed to sensitise you to the quality aspects relevant to vocational education and training for refugees.

The contents of the **online training**, the **handbook** and the **toolbox** can be used separately or simultaneously, whereby the information on the same indicator may overlap and some passages may be repeated. Please use the content in the way that suits you most.



Recognition of Good VET practices for refugees

The social integration of refugees is currently a highly topical issue. Vocational education and training (VET) offer great potential for the successful integration of people with refugee background into society and the labour market, as it enables integrative cultural, social, and economic integration. However, the VET institutions involved also face challenges during this process, for example, language barriers, social problems, heterogeneous previous education and trauma.

The project "Recognition of Good VET practices for refugees" aims to contribute to such successful integration. It is based on the preliminary project under Erasmus+ "[Indicators of Good VET practice for refugees](#)" (GoodVET).

The aim of the three-year Erasmus+ project "Recognition of Good VET practices for refugees" (RecoVET) is to implement a concept that supports the evaluation and recognition of vocational training measures for the integration of refugees by external quality evaluators, on the basis of quality. Thus, the project addresses external quality evaluators who can assess and recognise the quality of vocational training measures for the integration of refugees.

Within the project a concept for the external assessment and recognition of specific quality in refugee integration was developed. It consists, on the one hand of Online Training for quality evaluators such as accreditation agencies to prepare them for the specific challenges of refugee integration in the VET sector. The second objective is this complementary Manual to accompany the Online Training. In addition, a practice-oriented Toolbox for the implementation of assessment and quality recognition was developed. All three products were tested and improved in advance by representatives of the target group to ensure product quality.

The project results enable quality evaluators to focus on specific challenges in vocational refugee integration. The combination of online training, supplementary manual and toolbox takes into account both the necessary level of the concept of quality recognition and the didactic training of quality evaluators.

The appropriate preparation of external quality auditors through "RecoVET" leads to a quality assessment and recognition that takes into account the challenges and framework conditions of vocational training measures in refugee integration. The results of a quality audit can thus be used by the practice actors in an enhanced way to improve quality.

The refugees participating in vocational training activities also benefit from the project results, as an external quality audit and recognition increases the quality of that programmes.

After a short introduction to the theoretical foundations and the structure of this manual, each quality indicator identified is explained briefly in a reader-friendly way. This document is produced by four European countries (Italy, Spain, Austria, and Germany) with four different approaches to VET and refugee integration, so it can be seen as a supranational manual. To ensure that each of the four countries presents its own individual views on the lessons learned in this project, the manual concludes with a national reflection from each country.

All the products from this project are available on the project website free of charge in each of the four national languages. The Supranational Manual and the Toolbox can be downloaded on the national websites and presented to interested members of the public and practitioners working in the field.

For more information, please visit our website:

<https://recovet.uni-koeln.de/en/>

<https://dlfc.unibg.it/it/ricerca/attivita-ricerca/progetti>

<https://www.uibk.ac.at/de/iol/wipaed/research/recovet/>

<https://www.uv.es/formacion-empleo-transicions/es/proyectos/proyectos.html?p2=1286374251770&p5=TC;0;1&idA=>

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QUALITY MODEL

A well-proven quality model, the input–process–output (I/P/O) model developed by Dubs (1998), served as the basic framework to generate the quality indicators. Dubs (1998) used this model to describe the central quality indicators for schools and emphasised that both internal and external factors should be taken into account as the quality characteristics of an institution.

For the purpose of this project, the IPO model was extended with additional dimensions representing the organisational structure and responsibilities within vocational education and training (VET) institutions:

- 1. Institutions**
- 2. Teachers and trainers**
- 3. Learners**
- 4. Interactions with the environment**

The dimension of institutions refers to the entire management level of VET programmes. At this level, decisions can be made to define the framework and improve programmes.

It is essential to distinguish between the roles of teachers and trainers and of learners, although they interact with each other in some areas, as reflected in the related indicators. *Teachers* and *trainers* refer to all persons, who are instructing learners or introducing them to new skills or knowledge regardless the location of learning. *Learners* has the obvious meaning of the persons receiving instruction in programmes.

Finally, the dimension of interactions with the environment is very important for the context of refugees, as they are subject to many influences in their environments that should also be involved and considered in programmes.

Based on the dimensions of the IPO model, and the additional four dimensions, a 3x4 matrix that can be used as a framework for the quality indicators was created. A deep, intensive literature review identified 27 quality indicators.

The identified quality indicators are presented in the following matrix.

	Institutions	Teachers and Trainers	Learners	Interactions with the Environment
Input	<p>1 Learning Goals and Content</p> <p>2 Support System and Coordination</p>	<p>3 Special Training for Trainers*</p> <p>4 Joint Preparation of all Teachers*</p>	<p>5 Individual Demands*</p> <p>6 Access and Entrance Requirements</p> <p>7 Class Composition*</p> <p>8 Contact with Learners</p>	<p>9 Sustainable Demand for Training programmes</p> <p>10 Cooperation between Schools and Workplaces*</p> <p>11 Validation and Recognition of Learning and Certifications*</p>
Process	<p>12 Finance and Funding</p>	<p>13 Selecting Teaching Methods</p> <p>14 Transfer Orientation*</p> <p>15 Formative and Summative Feedback*</p>	<p>16 Classroom Situation*</p> <p>17 Learning Language and Culture</p>	<p>18 Target Group orientated towards the Mass Media and Social Media*</p> <p>19 Matching of Governmental Goals and Refugees' Goals*</p>
Output		<p>20 Evaluation of Teaching Methods*</p> <p>21 Assessment of Learning Progress</p>	<p>22 Absences and Dropout Rate</p>	<p>23 Measurement of the Attainment of Learning Objectives*</p> <p>24 Certifications and their Recognition in the Labour market</p> <p>25 Employability*</p> <p>26 Bildung, Empowerment and the Feeling of being an Active Member of Society*</p> <p>27 Follow-up Courses*</p>

*These additional indicators depend on programme-specific details or other requirements. They should not be neglected as they are still important to the quality of VET programmes.

The quality indicators are divided into core and elective indicators:

Core indicators can be seen as the minimum quality standards for a good VET programme for refugees regardless of the programme's focus.

Other identified indicators should be seen as additional indicators that depend on programme-specific details or other requirements but are still important and should not be neglected. Those elective indicators are marked with asterisks (*) throughout this document.

* These additional indicators depend on programme-specific details or other requirements. They should not be neglected as they are still important to the quality of VET programmes.

I INPUT INDICATORS

INSTITUTIONS

1 Learning Goals and Content

General description:

All learning processes and progress must be defined in advance, for example, through a learning plan or curriculum. A learning plan should specify the learning content and goals in specific terms. The plan provides a basis for all further didactic and pedagogical decisions and should take into account learners' needs.

Specifically, a learning plan may be understood to be:

- a description of a body of knowledge or of a set of skills,
- a plan of teaching and learning,
- an agreed standard or contract – a binding or normative standard that authorises and regulates teaching and learning,
- the experience of learners over time.

The contents may be dynamic and should be developed considering changing social and economic requirements. The learning plan should be changed to reflect shifting trends in education, training, and the labour market. Furthermore, the learning content and goals can be described in a normative document that sets the framework for planning learning experiences. A written curriculum can be structured chronologically with clear descriptions and timeframes for content, or it can be structured with several flexible modules that can be extended over time. It is also important that education systems and training providers are able to react quickly and flexibly to changes in external conditions. Modular learning can offer a high degree of individualisation for students and flexibility to meet the changing requirements of the labour market.

Clear oversight of learning goals and content is one of the key items to achieve successful integration and implementation of vocational training programmes. It is evident that procedures used for regular students might not be appropriate for vocational education for refugees. It should be noted that other aspects such as the contents, schedule and methodological and didactic regulations, also require consideration. Another important point is that the learning goals and content should be based on the conditions presented in the refugee groups, such as

high fluctuation rates in the classroom, high heterogeneity and discriminatory living environments.

Adding specific learning aims, such as certain country-specific contents to vocational training curricula, can help appropriately address the target group. Nevertheless, especially for the target group of refugees, it can be important to be able to easily improve the curriculum without too many bureaucratic processes.

It should be taken into account that refugee students often have different practical and theoretical competences in specific areas, learned and gained in their countries of origin. Here, a flexible curriculum can be helpful to recognise existing competences in the form of certificates. For instance, breaking the course into modules makes it possible to be more attuned to refugees' existing abilities and experiences, which, in turn, might shorten the duration of their education and allow them to enter the labour market more quickly, while not undermining the quality of the training.

European and national strategies and measures can be changed rapidly at the system level to achieve the integration of refugees. Training providers need to react flexibly to these political decisions. However, currently in most cases, there is no learning plan available for this target group. We can find several relevant recommendations and guidelines, but the target competences and learning outcomes are not sufficiently clear and individualised. The following aspects indicate a reasonable programme arrangement:

- Integration of refugees in the programmes through oversight of learning goals and content.
- Adaptation of the content to the needs of the target group of refugees.
- Consideration of the prior formal knowledge of refugees.
- Consideration of the prior informal knowledge, e.g., working experience of the refugees.
- All stakeholders (school principals, teachers, project managers, and representatives of specific companies in the sector) are involved in the creation of the training content.
- Quick adaptation of the vocational education practices to the changes in government policies and social environment.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- All stakeholders involved, such as school principals, teachers, project managers, and representatives of specific companies in the sector, should be considered when setting learning goals.

- The content should be clear for every person who works in the project, and there should be enough space to introduce adaptations in everyday teaching, but nevertheless it should be adjusted to the target group.
- Vocational programmes for refugees should furthermore take into account the existing competences and skills of the refugees. If there is a competence which only needs official recognition, the project should make it possible to evaluate existing competences with the use of guidelines.
- Different types of flexibility and individualisation in learning content and goal could be for example:
 - The training programme is subdivided into mandatory and elective courses.
 - The training programme is defined as a sequence of building blocks.
 - The training programme contains modules, which could be chosen freely.

Implementation (with examples):

It is good to know what could serve as evidence of flexibility of the curriculum, and where can it be found.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
A normative document that describes the learning content and goals (that sets the framework for planning learning experiences).	<ul style="list-style-type: none"> ▪ Documents provided by the VET institutions.
Training programme with flexible possibilities, e.g. subdivided into mandatory and elective courses; defined as a sequence of learning blocks; contains modules, which could be chosen freely.	<ul style="list-style-type: none"> ▪ A written curriculum.
Evidence that a training provider reacts flexibly to change of policies and political decisions.	<ul style="list-style-type: none"> ▪ Minutes of the stakeholder exchange.
Commitment of the stakeholders with respect to the learning content and goals.	<ul style="list-style-type: none"> ▪ Minutes of the stakeholder exchange or questionnaire of stakeholders.

Guiding questions for the evaluator:

1. Is there enough individualisation for the target group?
2. To what extent is the learning content individualised for the target group?
3. Do the legal framework conditions align with the learning content?
4. What barriers or problems could be observed?
5. If different stakeholders are involved, who determines the content and objectives?
6. Does the training content react to the new requirements of the labour market?
7. How are different individual interests or strengths taken into account in the training?
8. Are possibilities considered in the design of learning content and goals?
9. What adaptability is possible (duration, content, recognition...)?
10. What are the advantages of the flexibility of the curriculum?
11. Why is it important to have oversight of the learning goals and content?

2 Support System and Coordination

General description:

A good support system and a strong social network around the individual refugee, is crucial for successful participation in VET and for social integration. Refugees have not only left their home country, but also most of their social networks and thus also resources they could draw on. In their new host country, they are confronted with multiple challenges that relate to various requirements of everyday living: housing, income, family reunification, health care, childcare, transport, identity papers, means of communication, interaction with authorities in a foreign language, etc. The situation of refugees is characterised by being temporary and insecure.

In addition, they often struggle with personal and psychosocial problems related to the events that made them flee their home country, the separation from their parents, etc. This can result in different types of stress: migration stress, acculturative and traumatic stress. All these challenges can endanger the stable participation and progression of refugees in the education programme. Therefore, the VET provider should identify contact persons and organisations that can assist the refugees in managing challenges that impede their full participation in vocational education.

Targeted actions are crucial to address the situation of refugees in educational settings, and their disadvantages due to life circumstances. Refugees are an extremely heterogenic group with very different educational careers. However, they are at risk of having minimal or disrupted

education due to forced displacement, or due to the situation in their country of origin. If no support is given, the settling and schooling, and furthermore the social and economic development of new citizens is compromised. Educational institutions play an important role in building access and participation in society, and in alleviating resettlement issues – learning, general well-being and welfare are always linked in this context.

Support and welfare provision for refugees (and other vulnerable groups) is typically divided between various professionals, institutions, private organisations and public authorities. The VET provider is only one of many institutions involved in the integration of refugees. It can be a challenge for the student to find out what kind of support is available and how to get access to this support. The aim of creating a network of contact persons is to prevent problems relating to other dimensions of the life of the refugees from impeding their educational progression. It is thus important that refugees' own resources and initiatives are facilitated, that they themselves play an active role in their resettlement and reintegration process, that they are not "victims" and that the focus of all support is on their strengths and what is possible. The VET provider must be prepared to assist the refugee students by informing and activating other organisations and contact persons.

As part of an evaluation, particular attention should be paid to the extent to which the VET provider supports young refugees in securing a network of contacts in their local area. This is primarily a matter of actively establishing contacts and integrating this support network into everyday school life to improve the chances of completing the VET programme. If such contacts are established, the refugee trainees should be informed about this and give their consent.

Relevance for target group of evaluators:

When assessing the educational institution, the quality assessor should pay particular attention to the fact that:

- a welcoming environment is created that is free from discrimination and racism.
- help is provided when psychosocial intervention, coaching or therapy is needed.
- the possibility of support by social workers in solving problems related to accommodation, etc. is ensured.
- refugees are given the opportunity to learn about and benefit from the educational programme if they are admitted to it.
- contact persons for the student (in the camp, in the community, in an NGO, etc.) have already been identified before the start of the educational programme, and information is available on how to get in touch with these same persons.

- a stable support network of local professionals involved in the integration process has been established, with regular meetings and systematic knowledge sharing, coordinating the work of the VET provider with the other agencies involved in the integration process.

Implementation (with examples):

It is good to know what could serve as evidence for support system and coordination and where can it be found.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Information about support systems outside the school.	<ul style="list-style-type: none"> ▪ Programme information. ▪ Curriculum. ▪ survey among school board.
Information about Intra-school support systems.	<ul style="list-style-type: none"> ▪ Admission Support ▪ Student Profile ▪ In-school counselling services for refugees ▪ Social pedagogues ▪ Other in-school counselling services ▪ Buddy programmes

Guiding questions for the evaluator:

1. Is there a support system or contact person, that can help overcome circumstances that hinder the success of VET?
2. Do students get support in terms of health, including psychological, emotional, and social support?
3. Are students supported in terms of financial security, proper housing, and living conditions if needed?
4. Can students gain access to information about legal rights and access to legal advice?
5. Can students gain actual access to the educational measures, which includes transport options and financing for education-related expenses?
6. Are students supported in the admission process and informed about the educational measure?
7. Do students get linguistic support to help them succeed in their education and training?
8. Have contact persons been identified by the VET provider, and is there a regular communication between the contact persons and the VET provider?

9. Is there a network of supporting institutions/ people involved in the integration process with regular communication?

TEACHERS AND TRAINERS

3 Special Training for Trainers*

General description:

Teachers dealing with students of different origins and cultural backgrounds often experience problems in handling cultural diversity and feel ill-prepared for teaching ethnically diverse classes. In many cases, learners vary, not only in existing knowledge and skills, but also in problem-solving strategies. Therefore, it is necessary for teachers to develop intercultural competences, in other words, to acquire skills to act appropriately in intercultural contexts. This means that teachers need professional development through formal training on diversity, intercultural pedagogy, and language training; however not only teachers, but also VET staff and work-based mentors require intercultural competence to support learners and apprentices with multiple cultural backgrounds. Through intercultural training VET teachers and trainers should gain the understanding of ethnic diversity as an educational resource by developing a perspective which takes into account learners' cultural backgrounds, and views intercultural groups as an opportunity for learning and not as an obstacle. When teachers and trainers are preparing learning units or vocational training settings, they should also aim at improving learners' intercultural sensitivity, because this is one of the core competences in the 21st century and enables communication and cooperation between people from different cultural backgrounds.

In achieving this goal, VET teachers and trainers need to gain a good understanding of the factors that influence learners' behaviour and knowledge, as well as the individual needs of each learner, in order to choose effective teaching methods.

Teacher training and intercultural learning are particularly important in the education and training of young refugees. As VET teachers and trainers are required to facilitate the social inclusion of refugees, providing them with access to quality professional development is essential to enable them to handle this task. For this reason, the offer of special training and development measures by educational institutions in the field of refugee education, must be taken into account in the evaluation.

Relevance for target group of evaluators:

Special training is needed for teachers in refugee education:

- Learners have the right of equal opportunities for education and training, independent of origin and cultural background.
- Intercultural sensitivity is seen as one of the core competences of the 21st century.
- Intercultural competencies enable communication and cooperation between people from different cultural backgrounds.
- VET teachers and trainers are required to facilitate the integration of young refugee students, so special training is mandatory for them.

Implementation (with examples):

It is good to know what could serve as evidence for special training for teachers and where can it be found.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
<p>Structural framework (e.g., time off for intercultural training, inclusive teaching-learning models, internet databases on intercultural issues, ...)</p> <ul style="list-style-type: none"> ▪ and content of initial vocational training for VET teachers and in-service training programmes for VET teachers and trainers to acquire and improve intercultural competences. ▪ including specific strategies to promote the social inclusion of refugee students and the acquisition of skills for better integration of refugee students: for example, cultural sensitivity, supervision, accompanied experiences, reflection 	<ul style="list-style-type: none"> ▪ Mission Statement, Training and development programme for teachers at the educational institution, information material about the programme, surveys among teachers.

Guiding questions for the evaluator:

1. Does initial professional development for VET teachers and trainers include any specific strategies to support integration for refugee students? **If yes,**
 - (a) which one and to what extent?
 - (b) which competencies do VET teachers and trainers gain through initial professional development, to better facilitate integration for refugee students?
2. Are there any continuous training programmes for VET teachers and trainers to gain and improve intercultural competences available in our field? **If yes,**
 - (a) what is included in this training (e.g., cultural sensitivity, supervision, accompanied experiences, reflection, ...)?
 - (b) to what extent (hours) is this training offered.
 - (c) is this training attended by trainers or teachers of your organisation or school?
 - (d) according to what criteria is a certain training programme chosen by trainers and teachers?
3. Are arrangements or strategies implemented in the school or organisation to support teachers and trainers to better facilitate integration for refugee students? **If yes,**
 - (a) which one (e.g., exemptions for continuous intercultural training, integrative teaching-learning models, Internet data banks about intercultural issues, ...)?

4 Joint Preparation of all Teachers*

General description:

VET courses for refugees require teachers ready to face the challenges associated with multicultural learning environments. Such challenges are related not only to learning difficulties and various backgrounds, but most often to cultural issues. Indeed, cultural differences can lead to conflicts, and managers and teachers must be ready to deal with these possible matters, understanding refugees' situation and personal needs. A multicultural approach clearly requires robust, continuous training for teachers, that delivers more interdisciplinary teaching methods. This goal is vital as it gives teachers more diverse and versatile expertise to focus on and better address refugees' situations. Interdisciplinary teaching should also help handle conflicts in the classroom as it emphasises different perspectives on social issues and encourages tolerance and respect for others' perspectives. In general, multicultural teacher preparation is important to reinforce an intercultural approach to:

- Reduce stereotype attitudes,

- Design relationships of mutual respect and trust between teachers and refugee students,
- Create teamwork,
- Establish fruitful relationships in the classroom and provide sound advice on how to manage the class and classroom interactions.

VET providers should also involve teachers in setting up VET programmes and, to make teachers' training effective, should consider differences between learners in age, social-cultural backgrounds, working careers, hierarchical levels, perceptions and learning needs. In addition to this, the professional development of teachers is a central theme for schools in relation to the improvement of learning outcomes and organisational culture, for the sharing of the school's educational vision, strategic objectives, and coordinated and integrated planning. Therefore, the group activity that teachers engage in within the school for comparison, collaboration, experimentation, and shared planning is of paramount importance for these aspects.

These aspects are evident in the school documents in the teacher activity plan, in terms of time, subjects, and assigned support.

If the professional development of teachers is a fundamental theme for the school's ability to influence learning, even more so, targeted competencies are needed for processes involving foreign and refugee students, as they require the ability to move away from their own cultural system in order to understand mental representations, expectations, reactions to different difficulties, etc. The capacity for empathy cannot solely be based on personal inclination, but on knowledge constructs and mastery of necessary strategies in multicultural contexts. The question in schools is to what extent all teachers should have multicultural competencies, and how many specialist-trained teachers are needed to fulfil roles of coordination and support. The choices that each school makes in this regard can be gleaned from interviews with school administrators.

The inclusion of refugees raises the issue of how much they should adapt to the welcoming context and to what extent the context should be capable of adjusting its educational plan to their specific needs (for example, language instruction). These two components cannot be distinct poles but represent elements of a complex dynamic that needs to be constructed in specific situations at the level of national choices, individual schools, and individual students. Hence, teacher training on multicultural themes is fundamental, as it sensitises and makes them aware of these aspects, as well as equipping them to operate effectively in the actual situations they encounter. Multiculturalism isn't solely applicable to the personal condition of foreigners; it's now a dimension of contemporary society, and a multicultural approach should be part of the educational project of all European schools.

Relevance for target group of evaluators:

- Focus on training teachers in multicultural competencies.
- Initiatives/projects for in-depth exploration of specific topics related to the inclusion of refugees in the school.
- Collaboration with associations and organisations operating in the field of inclusion.
- Involvement or partnerships with foreign communities present in the area.
- Emphasis on student welcoming and on the analysis of their needs through designated professionals with specific roles and tools.
- Adoption of tools for personalised planning and monitoring of learning and inclusion processes.
- Emphasis on developing students' socio-emotional skills and dimensions of collaborative learning.

Implementation (with examples):

It is good to know what could serve as evidence for joint preparation of all teachers and where can it be found.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Focus on training teachers in multicultural competencies.	<ul style="list-style-type: none"> ▪ Documents from the teachers' training plan: Analysis of teachers' curriculum regarding multicultural competencies.
Initiatives/projects for in-depth exploration of specific topics related to the inclusion of foreigners in the school.	<ul style="list-style-type: none"> ▪ Documents provided by the VET institution. ▪ Interviews with VET manager and VET management on: <ul style="list-style-type: none"> – Training events and involvement of associations or organisations. – Collaboration with foreign communities. – Strategies for the engagement of the refugees' families. <p>! Focus on multiculturalism.</p>
Collaboration with associations and organisations operating in the field of inclusion.	<ul style="list-style-type: none"> ▪ Documents provided by the VET institution. ▪ Interviews with VET manager and VET management on:

	<ul style="list-style-type: none"> – Training events and involvement of associations or organisations. – Collaboration with foreign communities. – Strategies for the engagement of the refugees' families. <p>! Focus on multiculturalism.</p>
Involvement or partnerships with foreign communities present in the area.	<ul style="list-style-type: none"> ▪ Documents provided by the VET institution. ▪ Interviews with VET manager and VET management on: <ul style="list-style-type: none"> – Training events and involvement of associations or organisations. – Collaboration with foreign communities. – Strategies for the engagement of the refugees' families. <p>! Focus on multiculturalism.</p>
Emphasis on student welcoming and on the analysis of their needs through designated professionals with specific roles and tools.	<ul style="list-style-type: none"> ▪ Presence of roles with specific support tasks in the organisational chart. ▪ Didactic planning tools of the class council, including reference to targeted customisation projects. ▪ Interviews with VET manager.
Adoption of tools for personalised planning and monitoring of learning and inclusion processes.	<ul style="list-style-type: none"> ▪ Tools to guide learning personalisation. ▪ Systems for monitoring learning and inclusion processes.
Emphasis on developing students' socio-emotional skills and dimensions of collaborative learning.	<ul style="list-style-type: none"> ▪ Interviews with VET manager. ▪ Interviews with VET management. ▪ Interviews with trainers and teachers.

Guiding questions for the evaluator:

- Does the VET institution provide specific training to teachers and trainers on multicultural issues? **If yes,**
 - are there specific projects for in-depth exploration of specific topics related to the inclusion of foreigners in the school?
 - are teachers/trainers trained to:

- reduce stereotype attitudes?
- design relationships of mutual respect and trust with students?
- facilitate teamwork?
- establish fruitful relationships in the classroom?
- manage possible clashes?
- analyse refugee students' needs?

2. Does the VET institution cooperate with the local environment to foster the training of the teacher and provide for training opportunities? **If yes,**
- (a)** does it cooperate with associations and organisations operating in the field of inclusion?
 - (b)** does it involve foreign communities present in the area?

LEARNERS

5 Individual Demands*

General description:

From management's position, this indicator studies how much a student's individual demand can be understood by the institution; it seeks to recognise if, during the first interview, there is a learning and dynamic environment, for example during the student-teachers meeting and how the management staff and VET providers contribute to creating and improving positive bilateral synergy. For VET providers it is crucial to understand the requests of students, handle favourable or unfavourable expectations, manage positive or negative life experience and think about how a flexible refugee programme is necessary. In fact, the demand of the refugees is generally not based on comprehensive knowledge of the opportunities and requirement of the education system in the host country, and therefore needs guidance to qualify the process of choice and matching of individual interests with the educational opportunities available.

This indicator measures if there is a real focus on each student's potential and how VET providers can improve this effort, aiming to match the student's needs with the community need, in order to create a direct contact and stimulate a mutual interest.

From the student's point of view, this indicator measures their expectation. It investigates if expectations are realistic or not, focusing on the basis of the individual demand, and on why the student wants to enrol in a VET programme. It examines what are the attractions, the

benefits, the profits, the flexibility level if there are part-time courses during the weekend or during the evening, and it considers all the extra activities proposed in a programme.

Moreover, this indicator examines the background of the student, if the person had developed some expertise in his/her country, through some specific occupation in which he/she has been involved in the past. This indicator highlights and measures the human capital, such as the ability to think or act creatively, to produce effective solutions to particular community problems, or to contribute creatively to the cultural life of a community.

In general, it is important to evaluate if, during the first encounter and the VET course, managers and teachers are capable of understanding the refugees' special needs and expectations, resulting in:

- An adaptable and individualised curriculum in order to match the refugees' learning needs.
- A series of special tools (extra learning, psychological support, individualised support, individualised schedules) for students who need them.
- More confidence for students in the VET institution.
- More awareness regarding learning and career choices.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Peaceful environment, to make students feel comfortable.
- Mutual trust between students and the institution.
- Individualisation and flexibility during the first encounter.
- The presence of innovative and effective arrangements to address refugees' special needs during the VET course (individualised support, psychological support, mentoring etc.).

Implementation (with examples):

It is good to know what could serve as evidence of structural implementations that allow a better understanding of the students' individual demands.

As a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
From VET staff point of view	
Individualised first encounter	<ul style="list-style-type: none"> ▪ Documents provided by the institution. ▪ Interviews with teachers and managers.

Teachers' and managers special training enabling them to understand refugees' condition and special needs.	<ul style="list-style-type: none"> Documents provided by the institution. Questionnaires to be filled by teachers and managers.
Peaceful environment.	<ul style="list-style-type: none"> Interview with students and staff.
From students' point of view	
Mutual trust.	<ul style="list-style-type: none"> Interview with students.
Clarity about the VET curriculum and what the institution offers.	<ul style="list-style-type: none"> Documents provided by the VET institution. Interview with students.
Special tools to match students' special needs.	<ul style="list-style-type: none"> Documents provided by the VET institution. Interview with students. Interview with the mentor (if there is).

Guiding questions for the evaluator:

- Are the VET staff capable of understanding and addressing the refugee students' individual demands? **If yes,**
 - Is there an individualised and face to face first encounter with the students?
 - Are staff trained to understand refugee students' background and needs during the first encounter and the VET course?
 - Are students satisfied with the first encounter, and capable of making an informed training choice?
 - Are training curriculum and training requirements clear?

6 Access and Entrance Requirements

General description:

All types of education have certain requirements that must be fulfilled to access them (e.g., general university entrance qualifications). These requirements are needed to select more homogeneous groups more likely to be able to complete particular courses. Nevertheless, certain requirements are also questioned, as informal knowledge is given little weight. Other kinds of education that grant certificates have many different requirements; for instance, language courses require a certain level of knowledge of the language. European countries have quite similar entrance requirements for several types of educational training that all select who has access to education.

Depending on the focus of the learning outcomes and goals, emphasis is placed on different prerequisites. However, the quality of the access and entrance requirement is defined by a holistic concept using various criteria: The requirements consider both the personal data, and different educational and vocational biography of every refugee, because some refugees have completed training in their home countries, while others have acquired qualifications through informal learning. To be able to use such existing competencies, it is necessary to be aware of them in advance and to respond accordingly. The language skills already available at the start of training are also to be taken into account by the VET provider. Here, it is crucial that students already have a level of language skills that makes communication, or at least explanations possible, depending on the set learning goals. Training-specific terms are usually taught on the job.

An essential aspect of this indicator is that refugees (due to their flight or the conditions of their home country) might have had little or no access to any kind of education. Consequently, regardless of age, they might be at any education level, even in basic skills such as reading, writing and calculating. Other refugees may have different kinds of education but no formal certifications either as they simply did not bring the documentation with them during their escape, or they had only informal education.

Among all the entrance requirements for VET or any other education, the legal requirements (e.g., refugee status) must be fulfilled but should not be the focus of this indicator.

A qualitative concept for access and entrance requirements takes into account, among other things:

- basic education,
- professional experience,
- language level and
- relevant personal data.

A concept also includes the determination of how these requirements will be collected. Here, specific methods (informal, formal) which are appropriate for the target group and their specific educational and vocational background, show the degree of quality of this indicator.

In addition, it is important to ensure that students are aware of the necessary entrance requirements before applying for a VET programme. Clearly communicated requirements are the key factor in attracting suitable people. The method of communicating access and admission requirements to the target group, is also part of a qualitatively appropriate concept of this indicator.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Equality and diversity,
- Consideration of the prior formal knowledge of refugees,
- Consideration of the prior informal knowledge of the refugees,
- Consideration of the working experience of the refugees.

Implementation (with examples):

It is good to know what could serve as evidence of access and entrance requirements and where it can be found.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Personal data (e.g., age, gender).	▪ Documents provided by the school.
Basic education (reading, writing, calculating etc.).	▪ Entrance test.
Previous specialised knowledge (vocational training or higher education).	▪ Certificates. ▪ Assessment to see evidence of the prior knowledge.
Informal previous education.	▪ Self-evaluation sheet or questionnaire. ▪ Curriculum Vitae.
Language skills.	▪ Language certificates. ▪ Entrance language test.

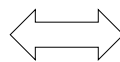
Guiding questions for the evaluator:

1. Is there a supportive structure to inform the refugee students about the necessary entrance requirements?
2. Are there entrance requirements? **If yes,**
 - (a) what and why (with a statement in relation to: expectations of competencies; duration of the activity; level at entry of the activity) are they important for the integration of the refugees?
 - (b) what are the consequences of the entrance requirements for the resources of the institution? Are there enough resources calculated, to deal with the costs caused in

relation to the entrance requirements?

3. How are the requirements measured (e.g. internal, external, formal, informal)?
4. Are certain certificates needed?
5. What evidence of informal vocational education and prior working experience of the students, can you think of?
6. Are there possibilities of a work sample, in order to show, how much previous specialised knowledge is present?
7. Are there internal tests, or access to some kind of assessment centre, to measure certain knowledge?
8. What are the potential benefits and risks in including formal and informal entrance evidence of knowledge?
9. What is the evidence of the age level of the class, and what documents could you consult to get this knowledge?
10. What is the evidence of the language level of the students?

The fewer entrance requirements VET programs have, the more they increase the possibility that learners will be more heterogeneous and, therefore, need more individual training and resources (especially trainers).



Stricter entry requirements can lead to more homogeneous groups with less need for additional support.

7 Class Composition*

General description:

To reach and attract a group that will form an acceptably homogenous class, it is necessary to have initial information about the influencing factors such as linguistic proficiency, nationality, school background, culture, gender or religion. This may require having background information on different cultures.

With a thoughtful composition of the class, it is possible to convey certain values, so it is more important how the performance of each individual is and not the origin, religion, gender, or other individual characteristics. It may be possible that more intensive care may be necessary at the beginning, as intercultural conflicts within the class cannot be ruled out. In general, a homogenous

class arises throughout a group, which has a relatively consistent (homogeneous) level concerning for example, educational knowledge (as well as language), individual proficiency level, needs of further education, qualification level. Thus, enabling a uniform educational training. Obviously a totally homogenous class is only possible in theory.

According to the current state of research, it can be assumed that a heterogeneous class can be very fruitful. If ethnic diversity is seen as an educational resource rather than a burden, many schools can benefit enormously. School principals should think in advance about how classes should be composed. It may be desirable for schools to provide specific training on diversity, intercultural pedagogy and language development for school leaders and teachers.

The different cultural backgrounds can be used purposefully, but the education provider should also be aware of the different learning needs. Teachers are faced with a great diversity of age and educational backgrounds. Due to the cultural differences, there may also be different perceptions, social conventions, possibly barriers and conflicts in the home countries, which must be considered. It can be more integrative to have diversity in class, than putting more homogenous groups together, but it depends on the different learning goals.

Relevance for target group of evaluators:

Several approaches may be relevant, and could be used by school principals when aiming to create a reasonable and fruitful composition for a class:

- to bring transparency to class data,
- to capture the abilities of the students,
- to support the choice of learning methods,
- to promote a peaceful class climate.

Implementation (with examples):

It is good to know what could serve as evidence of structural implementation that supports the fruitful composition of a class and where can it be found.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Class profiles to see possible different educational backgrounds.	▪ Documents that show the composition of class.

Students' profiles to see possible different educational backgrounds.	▪ Documents and files provided by the school management.
Language & cultural background profiles that indicate the state of literacy, e.g., primary illiteracy, secondary illiteracy or functional illiteracy.	▪ Documents and files provided by the school management.

Guiding questions for the evaluator:

1. Does a concept exist for the composition of a class? If yes, what learning goals are in the focus?
2. Is the class more homogenous or more heterogeneous?
3. Is there enough diversity in the class?
4. Does it make sense to get more diversity into the class (depends on e.g., learning goals)?
5. Is the composition of the classes made in advance? Who is involved in the process?
6. What kind of influencing factors are taken into account?
7. What are the positive outcomes of the thoughtful class composition according to the teacher?
8. What is the evidence of the class composition? Which documents could help to get the necessary information?
9. What challenges and risks are there when a class is heterogenic/diverse? What additional resources does it take from the school to manage a heterogeneous class?

8 Contact with Learners

General description:

This indicator measures the different modes of contact established between the educational institution and the students. Having a well-structured access process is essential not only for the subsequent academic journey, but also for guiding students towards the most suitable educational choice based on their needs. The initial contact is particularly significant for refugees as it allows the educational institution to better understand their specific needs and expectations; thus, enabling them to plan an individualised and effective educational offering. Furthermore, during the first encounter, there is an opportunity to identify the need for specific interventions (such as psychological, social, or economic support) to address the challenges often accompanying the refugee situation.

This introductory process is organised before students commence their educational programme

and can take on a more or less formal setting, with the following objectives:

- Ensure that the candidate understands the objectives, curriculum content, organisation, and requirements of the educational programme, enabling them to make an informed educational choice.
- Ensure that the educational programme aligns with the candidate's expectations, interests, and competency background, considering factors such as difficulty level, class composition, curriculum, and teaching strategies.
- Establish a relationship of mutual trust and engagement between the candidate and the staff of the educational institution.

These three points are crucial in minimising the risk of dropout due to disinterest or inability to meet the educational demands. Only through an approach that takes into account the student's expectations, needs, and prior competencies, is it possible to create a personalised educational plan that maximises the acquisition of specific skills and knowledge, including rapid integration into the job market (often a top priority for refugees pursuing educational pathways).

While the initial contact is critical for initiating the educational journey, it also has repercussions that can be monitored, managed, and adjusted throughout the entire educational programme. One of the most important aspects is the institution's ability to align the students' past experiences and future expectations with the educational content and objectives. To achieve this, during the first meeting with the student, the staff should gather all relevant information regarding the student's educational background (including non-formal and informal education), expectations, and future plans.

Individualisation is essential not only from a pedagogical standpoint but also on a personal level, as it allows refugee students to rebuild their own identity at a crucial moment in their lives. For this reason, the educational institution should provide all the necessary tools to ensure their complete integration into the host country. From this perspective, flexibility and individualisation are key aspects that can assist refugee students in their educational journey.

Regarding past experiences and competencies, it is important to have tools that can also assess the results of informal and non-formal education that refugees may have received in their country of origin. They may not have received formal schooling but could have acquired knowledge and skills in various fields. Assessing these competencies can be more challenging, and therefore, the educational institution should have all the necessary tools to acquire as comprehensive a profile of the student as possible. As for future expectations, they not only serve as predictive factors for academic performance, but also reflect the student's self-perception, and influence their approach to the educational programme. If expectations are not met, this can lead to frustration. Future expectations are influenced by a wide range of factors,

such as age, gender, social class, past experience, and education. In general, migrant students tend to have lower short-term expectations compared to native students, so it is important for the educational institution to consider this element. Therefore, the initial contact with new students, particularly refugees, must be well-structured and provide a comprehensive and real understanding of their needs and expectations, taking into special consideration their prior competencies and how these may be integrated into the educational programme. Only through this approach is it possible to achieve true integration, stimulate the acquisition of new skills, promote self-awareness, and facilitate entry into the workforce.

For an evaluator, it is crucial to assess the type of setting used and the information gathered during the initial contact, evaluating whether it is suitable and effective in relation to the needs of the refugee students. The introductory process can be carried out in different ways (often used simultaneously) depending on the institution's needs, such as:

- Individual interviews (in a formal or informal setting) with the student.
- School open days.
- Trial lessons (or other methods that allow the candidate to directly experience the educational offering and methodology).
- Visits to school facilities.

Relevance for target group of evaluators:

- Presence of a protocol for the initial contact and welcoming process.
- Flexible and personalised management of the initial contact protocol to assess prior competencies and future expectations.
- Consideration of the specific characteristics and needs of refugee students.
- A calm and welcoming environment that can make the candidate feel at ease.
- Sufficient number of well-trained human resources and necessary tools.
- Consistency between the outcomes of the initial contact and the development of an individualised educational plan (strong connections between the entry phase and the development of the educational pathway).
- Handover to the teaching team for educational design and support after the welcoming and individualised educational plan definition process.

Implementation (with examples):

It is good to know what could serve as evidence of structural implementations that support the contact with the learners, and where can it be found.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Presence of a protocol for the initial contact and welcoming process.	<ul style="list-style-type: none"> ▪ Presence of a specific document.
Flexible and personalised management of the initial contact protocol to assess prior competencies and future expectations.	<ul style="list-style-type: none"> ▪ Tools for the types of actions carried out for welcoming. ▪ Assignments given to teachers involved in the welcoming phase. ▪ Specific training for teachers. ▪ Questions addressed to administrators, teachers, and students.
Consideration of the specific characteristics and needs of refugee students.	<ul style="list-style-type: none"> ▪ Specific tools for use during the welcoming process. ▪ Specific instructions for teachers involved in the welcoming phase. ▪ Specific training for teachers. ▪ Questions addressed to administrators, teachers, and students.
Calm and welcoming environment that can put the candidate at ease.	<ul style="list-style-type: none"> ▪ Direct observation. ▪ Questions addressed to students.
Availability of an adequate number of properly trained human resources and necessary tools.	<ul style="list-style-type: none"> ▪ Organisational chart. ▪ Data on the teachers' skills profile. ▪ Questions addressed to administrators.
Consistency between the outcomes of the initial contact and the creation of an individualised educational plan.	<ul style="list-style-type: none"> ▪ Format of individual educational agreements with: <ul style="list-style-type: none"> – Indications on the use of data collected during the welcoming process, – Definition of personalised pathways. ▪ Data processing system for welcoming and individual planning. ▪ Questions addressed to administrators and teachers.
Handover to the teaching team for educational design and support after the welcoming and individualised educational plan definition process.	<ul style="list-style-type: none"> ▪ Format of the teaching team's design. ▪ Data analysis of class composition and existing educational needs. ▪ Questions addressed to administrators and teachers.

Guiding questions for the evaluator:

1. Does the educational institution have a structured admission process? **If yes:**
 - (a) are there admission criteria for the educational programme?
 - (b) is there flexible and personalised management of the welcoming protocol to assess the candidate's prior competencies and future expectations?
2. Is the methodology used (interviews, questionnaires, practical tests for identifying and evaluating competencies) appropriate?
3. What tools are used for each type of action in the welcoming process?
4. Are there human resources involved to manage interviews in different languages?
5. Are the specific needs of the candidate, particularly those related to their refugee status (psychological, social, and economic needs), taken into consideration, and integrated into the candidate's overall profile?
6. Do the environments and methodologies used create a calm and suitable context to make the candidate comfortable?
 - Is the set-up adequate?
 - Have the involved staff received specific instructions and training?
 - Is the language used understandable?
 - Are specific individuals involved to support the candidate (tutors, interpreters)?
 - Are the access criteria, educational content, and teaching methodologies clarified to the candidate?
 - Are alternative methods used besides individual interviews (open days, trial lessons, practical tests, etc.)?
7. Is there consistency between the results of the initial meeting and the subsequent educational path? **If yes:**
 - (a) How many individual training agreements are signed out of the total number of initial meetings?
 - (b) How many literacy or language training programmes are initiated out of the total number of initial meetings?
 - (c) What human resources are involved during the process?
 - (d) Is there an exchange of results from the initial meeting between the individuals responsible for the initial welcoming and the class team?

INTERACTIONS WITH THE ENVIRONMENT

9 Sustainable Demand for Training Programmes

General description:

As in any market, there is a supply side and a demand side in the training market. If supply and demand do not balance, then there is a fitting problem or mismatch. It should nevertheless be mentioned that many measures are subsidised or financed by the state and are therefore not part of the free market... Generally, there are four types of matches in describing a sustainable demand:

		Number of applicants seeking unsuccessfully:	
		low	high
Number of vacant training places	low	Minor Problems	Supply Problems
	high	Staffing problems	Fitting Problems / Mismatch

Table: Adapted from Matthes & Ulrich (2014), pp. 5-7.

Future demand for apprenticeships on the part of refugees is likely to increase. On the one hand, for some training companies organising in-company training, the demand for hiring refugees might increase because the companies want to act in a socially responsible way or might plan to invest in young refugees to hire them as full-time employees in the future. On the other hand, there is a greater shortage of applicants ("staffing problems") in certain industries than in others. In the medium to long term, this would lead to a shortage of skilled workers. Since there is a lack of skilled employees in some areas, such as the skilled trades or nursing, the increased demand from refugees for vocational training can be seen as a potential, so that in the future more training positions can be filled that are offered by companies (shift from "filling problems" to "smaller problems").

Demand in a particular industry or sector may change from time to time. Once high demand in an industry meets high supply, the market is saturated. It is important to distinguish between three different types of demand. The size and importance of the demand for these institutions can vary greatly. They are VET institutions looking for fulltime VET students participating in VET courses,

companies looking for trainees participating in apprenticeships, and companies looking for employees.

The understanding of sustainable demand for the training programme as a quality indicator can be different for these different types of demands. For companies, it is quite easy to measure demand through apprenticeship vacancies or full-time positions.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Connection between VET programme and the current labour market needs.
- Connection between VET programme and the future labour market needs.
- Reflection of different industries and sectors in the VET programme design.
- School's ability to get information early and always be up to date with the economic situation.
- Ability of school to incorporate the knowledge on the market dynamics into the design of educational programmes.

Implementation (with examples):

What could serve as evidence that the training programme is based on the previous labour market analyses and targets its needs, and where can it be found?

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
The training is focused on a profession in demand (e.g., handcrafts, nursing etc.).	<ul style="list-style-type: none"> ▪ Information provided by the VET providers about the reason why they offer these VET programmes: e.g. ?? ▪ Reports that describe the establishment and further development of the programme. ▪ Interviews with the VET provider.
Updated data about the needs on the labour market.	<ul style="list-style-type: none"> ▪ Use of market analysing instruments e.g., statistics, reports, questionnaires. ▪ Network between the VET provider and labour market stakeholders e.g., the chambers, labour agency, companies etc.

Guiding questions for the evaluator:

1. Is the training focused on a profession in (high) demand (e.g., handcrafts, nursing etc.)?
2. Is the situation of the training market taken into account in the design of the training measure?
 - How was the market analysed in advance?
 - Is the situation of the employment market taken into account in the design of the training measure?
3. Is there evidence of analysing instruments to monitor the market?
4. What are the consequences for the refugees when supply and demand in the training market do not match?

10 Cooperation between Schools and Workplaces*

General description:

In most national VET systems, there is cooperation between school and workplace in dual and school-based programmes; however, it may take very different forms and entail very different challenges.

In dual systems, cooperation is highly regulated at the system level, and social actors and schools are aware of their role, responsibility and what is expected of each of them. In school-based systems, cooperation is developed and assumed by individual teachers. The quality of cooperation varies in every system and there are opportunities for improvement in both systems. Both school and the workplace can be expansive or restrictive learning environments.

Such cooperation affects the nature and quality of knowledge provided and acquired in each of the two settings, and integration of knowledge is the aim of cooperation. Both school and work provide sources of formal and informal learning, codified and tacit knowledge, theoretical and practical knowledge.

Transfer of knowledge is another of the challenges of cooperation between school and work, and it should not be solely seen as transfer from school knowledge into the working setting, as it can also be the other way round. Connectivity and boundary crossing are notions that indicate a certain direction for cooperation.

In the case of the vocational education of refugees, cooperation is particularly relevant, for it provides refugees with several possibilities and challenges:

- Opportunities to interact with peers, young and adult,
- Opportunities to show abilities of different kinds,
- Confronting the possibility of facing prejudice, racism and discrimination in everyday and non-educational settings.
- Experiencing real life behaviours that are not necessarily inclusive.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Procedures to structure communication among teacher, student/apprentice and trainer, in order to decide on curriculum development (aims, contents, assessment criteria).
- Documented criteria on matching the student or apprentice to the workplace, to maximise the possibilities of learning.
- Resources available to share feedback of students and apprentices on their experiences in the workplace, in order to systematise, reflect and expand learning opportunities.
- Training resources, and guidelines to promote trainers' ability to approach, integrate, respect and engage with students and apprentices of migrant origin.
- Training, resources, and guidelines to promote workers' ability to approach, integrate, respect and engage with students of migrant origin.

Implementation (with examples):

The following are examples of evidence that indicate successful achievement of this indicator.

In a further step, the following indices could be considered:	Examples of possible material or documents of evidence:
Matching procedures of students/apprentices to workplace.	<ul style="list-style-type: none"> ▪ List of available workplaces. ▪ Features of workplaces and record of past experience. ▪ Requirements of each workplace.
Students' chances to share feedback with	<ul style="list-style-type: none"> ▪ School schedule with feedback sessions. ▪ Grouping criteria of students to share

colleagues.	feedback.
Teacher/trainer communication and supervision.	<ul style="list-style-type: none"> Teachers' and trainers' logs. Record of communication. Agenda of supervision meetings.

Guiding questions for the evaluator:

1. Is there a protocol establishing communication procedures of teacher, trainer and student?
2. Are there specific matching criteria to suggest the best workplaces for students according to their features?
3. Do schools provide the chance to share feedback and reflect upon experience at the workplace in order to go beyond each student's individual practice?

11 Validation and Recognition of Learning and Certifications*

General description:

The core idea of the Recognition of Prior Learning (RPL) and of prior certification, is to make full use of the scope of learning and experience that a person has gained throughout his or her life, no matter where, when and how the learning took place. Prior learning is to be understood as an umbrella term for any kind of learning that has happened in various settings (formal, non-formal and informal). Similar concepts to RPL are the Accreditation of Prior Experiential Learning (APEL), Prior Learning Assessment and Recognition (PLAR) and Validation of Prior Learning (VPL). The principle of recognising prior learning developed mainly after the concept of lifelong learning became established. The validation of prior learning has become an important topic as the means of facilitating equality and inclusion in education, integration, a more flexible labour market and social cohesion. It is important to look at the process or procedures of validation and how it is done. One issue about this indicator is to differentiate between the official validation, which is a state-wide or EU-wide legal question, and the validation by the educational institution, as far as it is relevant for the participation in the particular educational programme. In this case, the focus should be on validation that can be done through the educational organisation.

In addition to the recognition, validation and certification of their learning, uninterrupted access to education is critical for young, displaced people. This is essential to enable access to the right studies or the labour market, which may be impeded by the circumstances of displacement, where it's often not possible to sit official examinations in the host systems or show certificates from the home country. Furthermore, when students or pupils are coming from different

countries, different education systems, with different prior learning experiences and certifications, the question of validating those factors is even more relevant than when dealing with groups that have all gone through the same or similar system. The target group's prior learning experiences might range from not being familiar with the alphabet, to having respective work experience, or having attended a higher school. Thus, even small groups of refugees may be extremely heterogeneous, making it important to determine, validate and acknowledge existing competences.

A comprehensive understanding of the heterogeneous nature of immigrants' skills is necessary to overcome the difficulties that occur when validating the target group's prior learning. Within the framework of an evaluation, explicit attention should therefore be paid to the extent to which the educational institution also takes informally acquired knowledge into account and how the recognition of prior learning is carried out.

Relevance for target group of evaluators:

The Council of the European Union has described 4 stages of validation of an individual's learning outcomes acquired through non-formal and informal learning:

- **Identification:** Validation needs to start with identification of knowledge, skills, and competences possessed by the student, and to be aware of those. These may have been achieved in various contexts (at work, as a volunteer, at home etc.).
- **Documentation:** Provision of evidence of the learning outcomes that have been identified (various evidence types, such as: written documents, work samples, demonstration etc.).
- **Assessment:** Usually in this stage, learning outcomes are compared to specific standards or reference points. Transparent tools and processes must be used to make the assessment "valid".
- **Certification:** Not all validation reaches the stage of formal certification. Certification always means there is official confirmation of the achievement; if this is so, it needs to be managed by a credible organisation or authority in order to be valuable and comparable.

Implementation (with examples):

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence
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Identification of prior learning through existing measurements to document both formal, non-formal and informal prior learning.	<ul style="list-style-type: none"> ▪ Student Profile. ▪ Survey of students and Intraschool support services, as well as teachers and principals. ▪ Legal basis and documents for the crediting of existing knowledge in the admission procedure.
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Guiding questions for the evaluator:

1. Is there identification of prior learning? How?
2. Are there measurements to document both formal, non-formal and informal prior learning?
3. How is it documented? How can the prior learning be proved? Are the documented outcomes comparable?
4. How are the qualifications being assessed? Is it suitable for the purpose, transparent and clearly defined?
5. In case of certification: Is it issued by a credible authority, and therefore valuable?

II PROCESS INDICATORS

INSTITUTIONS

12 Finance and Funding

General description:

“Finance” refers to the amount of money, funds, assets, services and all the economic resources dedicated to a project. It seeks to measure how finance and financial stability are important in a project, recognising new sources, new markets and new strategies.

Firstly, this indicator measures the financial capital available, and studies its development, in order to establish new sources of funding, check the movements, raise the capital, create a financial security net, generate new movements and create new opportunities. Secondly, this indicator examines in which ways the economic capital can be invested, transferred and mobilised, seeking how VET providers handle the capital, and in what field they prefer to invest,

rather than looking at future projects and the future goals. Third, this indicator also measures the management and the lead performance. It seeks to identify the financial dynamic, studying how in a project, providers can develop and promote new opportunities, and what kind of facility they can promote and improve.

A crucial aspect is the financial autonomy of the institution, specifically whether it has funds defined according to rules that restrict their size and use, or whether it has flexibility in allocating the available funds to projects. Institutions can acquire funds by participating in European, national, or local calls for proposals, allocating resources for specific projects. Seeking funds through financial support from local or private public entities, or through direct contributions requested from families, provides considerable flexibility in resource planning.

Additionally, the possibilities for institutions to fund the financing of the project team, curricular or extracurricular activities of teachers, external expert activities, material resources, and management costs should be distinguished. Public institutions are required to manage their budgets transparently, but in general, they are not obliged to report regarding social accountability. This means they are not obligated to account for the use of resources in relation to both output and outcome. The dimension of social accountability is particularly relevant for projects with complex educational goals, such as the inclusion of foreigners and refugees. This implies defining not only accounting indicators but also indicators of economic effectiveness, that is, the appropriate use of resources in relation to educational outcomes. In this sense, the strategic planning tool is useful for keeping financial and project-related matters connected, addressing:

- Sufficient funds availability in relation to the educational project.
- Project sustainability over time.
- Planning initial, ongoing, and final communication to staff involved and stakeholders.
- Anticipating contingencies and the need for adjustments.
- Describing all expense items connected to purchasing plans, assignment plans defined not only in terms of magnitude but also timing.
- Defining indicators and monitoring tools.
- Outlining methods of social accountability with perspectives on improvements to be made.

Relevance for target group of evaluators:

- Existence of accounting related to individual training projects, to identify cost centres related to inclusion.
- Existence of an expense item configuration that allows for tracking the evolution of resource utilisation over time in the field of inclusion.
- Existence of an accountability of utilisation not only of internal resources but also external ones (such as educators, external experts funded by other organisations but operating within the school's project).
- Existence of strategic planning.
- Presence of accounting reporting with a motivational statement regarding the utilisation of resources in comparison to the budget.
- Presence of social accountability reporting.
- Institution's ability to secure funds beyond its institutional budget for strategic development of activities.
- Existence of connection and collaboration between the administrative and accounting sector and the educational design sector.

Implementation (with examples):

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence
Existence of accounting related to individual training projects to identify cost centres related to inclusion.	▪ Financial documents of the institution.
Existence of tools and strategies that allow for tracking the evolution of resource utilisation over time in the field of inclusion.	▪ Financial documents of the institution.
Existence of an accountability of utilisation not only of internal resources but also external ones (such as educators, external experts funded by other organisations but operating within the school's project)	▪ Financial documents of the institution.
Existence of strategic planning.	▪ Project documentation of the institution.
Presence of accounting reporting with a motivational statement regarding the	▪ Financial documents of the institution.

utilisation of resources in comparison to the budget.	
Presence of social accountability reporting.	<ul style="list-style-type: none"> Documents of the institution.
Institution's ability to secure funds beyond its institutional budget for strategic development of activities.	<ul style="list-style-type: none"> Documents of the institution. Interview with VET manager.
Existence of connection and collaboration between the administrative and accounting sector and the educational design sector.	<ul style="list-style-type: none"> Interview with VET manager. Interview with VET management.

Guiding questions for the evaluator:

1. Is the educational institution capable of managing and accounting for its economic situation? **If yes,**
 - (a) Is there a robust documentation about the economic efficiency?
 - (b) Is there a strategic plan?
 - (c) Is there a net of stakeholders?
2. Are the resources used to improve the inclusion of the refugees in the training courses? **If yes,**
 - (a) Are there investments in inclusion projects?
 - (b) Are there specific tools to monitor the evolution of resource utilisation over time in the field of inclusion?

TEACHERS AND TRAINERS

13 Selecting Teaching Methods

General description:

To be effective, the teaching methods in VET for refugees must connect to the interests and the prior learning of the individual student and encourage their motivation for learning. While the specific teaching methods vary a lot depending on the subject, the learning goals and the learning environment, some general guidelines for choosing teaching methods should be observed. The teaching should help make the students feel accepted and recognised by the

teachers, the trainers and the other students. Students can learn more easily, when they feel safe, can make mistakes in their learning environment without fear of ridicule, and when the aim is clear and meaningful for the students. In that case, it is possible for them to realise a sense in the learning process and take responsibility within the setting.

For selecting the most suitable teaching methods, the specific situation of the refugee students should be considered. They have often spent a long time in transition between different countries and refugee centres, in an unstructured and uncertain life situation before the start of a VET programme. VET can offer a well-structured everyday life with responsibilities and activities that have a wider purpose and meaning for the refugees.

VET offers a practical learning environment where the students can have the opportunity to demonstrate and develop their skills. Stimulating teaching-learning arrangements are helpful for creating a learning environment that supports the intrinsic motivation of the students. This style refers to teaching methods, which activate the students and encourage them to engage actively with the objects of learning and with other students. VET offers many opportunities for activating teaching methods and for developing the students' social skills. Refugees can be included in a community and build a new social network that can be vital for their future opportunities. These wider benefits of VET should be borne in mind when organising VET for refugees and finding the most suitable teaching methods.

Moreover, teachers can become important adult "significant others" for the refugee students. Capable teachers have professional criteria, resources and freedom to decide on classroom climate, pace of learning, sequence of contents and particular learning activities; helping students to engage, increase attention, understanding, motivation, competence and knowledge of the curriculum both teachers and students are engaged in.

VET relies upon learning by doing and allows consideration of experiential learning in the teaching practice, providing opportunities to demonstrate what one is capable of doing, and allowing mistakes to happen as part of the learning process. Engaging in a meaningful task is highly motivating. Teaching-learning arrangements facilitate establishing supportive learning environments where one is able to explore motivations, interests, needs and competencies in a safe environment of trust and growth.

Practical activities carried out in teams with other students facilitate interaction and cooperation and activate different personal and social competencies that enrich the acquisition of the occupational knowledge that is the core of the VET curriculum.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Identifying the alternatives that a teacher / VET school handles to engage all the students in occupational learning, based on their preferences and career expectations.
- Promoting teaching methods and educational practices according to the interests and needs of the students.
- Adapting the teaching content and teaching methods methodologically to the students' prior learning and capabilities in an inclusive learning environment.
- Recognising a stimulating teaching style based on confidence and cooperation, seeing mistakes as a source and opportunity for learning.
- Discerning a flexible organisation where diversity of teaching methods in a school in which different teachers and trainers may have different attitudes of engagement as well as initiative in the teaching and the classroom.

Implementation (with examples):

The following examples indicate that the objectives of the indicator are present or being implemented in the school.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Teaching arrangements as individual decisions.	▪ Documented criteria on selection of staff.
Coordination of teamwork, Combination of the interventions of the teaching team.	▪ Documented criteria on forming teaching teams.
Availability of rooms or classroom allocation.	▪ Infrastructure in the school with available rooms for flexible arrangements.
Different paces, times, and curricular sequences of learners.	▪ Individualised training plans for each student.
Ability to update the content to the community's interests.	<ul style="list-style-type: none"> ▪ Online and/or physical toolkit of resources and activities arranged. ▪ Subscription of the school to professional journals.

Guiding questions for the evaluator:

1. Are methods for stimulating teaching implemented in the curriculum, and is this documented?
2. Are projects and realistic case studies included with practical examples of activating teaching?
3. Are the teachers competent to teach in a stimulating teaching style?
4. Is there enough time, resources and room to stimulate the refugees?
5. Is the prior formal and informal learning of the students used as resources for the students' learning?
6. Do the teachers treat students as capable and knowledgeable persons?

7. Does the student—teacher ratio allow the teachers to meet the individual requirements of all students?
8. Are the teaching methods continuously adjusted to the interests, capacities, and progress of the students?
9. Are the detailed aims of the teaching and the learning tasks understood by the students?
10. Do the teachers support a climate of tolerance and recognition of diversity among the students?

14 Transfer Orientation*

General description:

Transfer orientation in learning means that learners are given tools to analyse and generalise their experiences gained at school, in order to transfer their theoretical knowledge to everyday life/workplace. Since theoretically acquired knowledge cannot be transferred identically into practice, this knowledge must be adapted. Accordingly, transfer orientation also means that theoretical knowledge is reconstructed in practice and, conversely, that the knowledge acquired in practice is applied in the school context. Transfer of learning is not only defined by teachers and educational institutions, but also by the learners themselves. Students are not only consumers of knowledge, but also active producers. Therefore, it is important to enable students to apply their knowledge in different contexts. Transfer of learning has a strong impact on motivation to learn and includes affective, cognitive, and behavioural outcomes, retention, generalisation, and adaptability. When learning takes place in parallel at school and at work, the link between the two learning environments is often not clear enough. One possible approach

to promote the transfer of learning to working life is competence orientation in the context of vocational education and training. The concept of competences focuses on the development of competences, knowledge, skills and abilities necessary for working life, and thus goes far beyond technical knowledge.

Especially for the target group of young refugees, a labour market and lifeworld orientation of what is learned in vocational training is of great importance. To prevent high failure and dropout rates in refugee classes, motivation is a key factor, which in turn is influenced by the lifeworld orientation of learning. Young refugees in particular run the risk of dropping out of educational measures to earn money. They often see training/educational measures as a short-term goal to be successful on the labour market, and to find paid work. To increase the chance of successful labour market integration of refugees, it is important to align VET provision with employment requirements.

If curricula are learning outcome orientated, this supports the alignment between school and VET learning content and the translation of knowledge, skills and abilities acquired in education, into those that are relevant in the vocational context. The evaluation should take into account that the learning outcomes of VET measures should be designed in such a way that refugees can directly apply the newly acquired experience and knowledge in practice and that the refugees' vocational competences are enhanced.

Relevance for target group of evaluators:

Vocational training for refugees should focus on developing the necessary skills for the labour market through competence and outcome orientation. As part of the evaluation, special attention should therefore be paid to ensuring that the training of refugees includes the following points:

- Incorporation of practice and application.
- Identification of needs, interests, goals and future plans of the participants.
- Consideration of the question of transferability into future life.
- Teaching how to use the contents in practical situations.
- Testing practical application of new skills/ competences.

Implementation (with examples):

In a further step, the following indices could be considered:

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
The learning objectives are aligned with the objectives of the measure.	<ul style="list-style-type: none"> Documentation of the objectives of the measure and documentation of learning objectives e.g., in curriculum. Accessibility of these documents for all stakeholders.
Learning outcomes must be defined based on sensibly chosen learning taxonomies that are orientated towards the topics relevant to the refugees' training (theory-practice transfer).	<ul style="list-style-type: none"> Documentation of learning outcomes.
The design of the learning tasks must be language-sensitive, practice-orientated and geared towards the acquisition of the competences defined in the learning objectives.	<ul style="list-style-type: none"> Documentation of learning tasks, e.g., in teaching materials, textbooks.
Learning tasks and supporting teaching material should be designed in a way that stimulates the students and should be adapted to the living environment of the young refugees.	<ul style="list-style-type: none"> Documentation of learning tasks, e.g., in teaching materials, textbooks.

Guiding questions for the evaluator:

1. What is the goal of the educational measure? Is it clear for students as well as teachers?
2. Which types of jobs or further education should be entered after the programme? Is the content of the programme relevant in this respect?
3. Is there an orientation towards the applicability of what is taught in the students' future life and work?
4. Can students see and name the link between their learning and future life/ work?
5. Do the students learn to apply their competences, skills, and knowledge in practical situations? How?
6. Is the training competence-orientated? **If yes,**
(a) Are there didactic concepts that are used for competence orientation?

(b) Are the teaching materials etc. also designed to be competence-orientated?

7. Is the curriculum of the VET programme learning outcome based/orientated?

- How are learning outcomes designed and implemented?
- Who is involved in the design and implementation process?
- On which organisational level are the learning outcomes implemented (Programme level, course level, ...)?
- Which learning taxonomy is used?
- Which domains and categories?
- How are the expected learning outcomes assessed?
- How are learning outcomes communicated?

15 Formative and Summative Feedback*

General description:

The purpose of formative and summative feedback is to improve learning and retention of refugee students in VET. Refugees are foreign to the learning culture of the host country, and often find it difficult to understand the requirements and standards of education and training. This includes their understanding of the formal levels, aims and procedures in the education programme, and even more the implicit expectations and norms for succeeding in education. Therefore, explicit and continuous feedback is important for the success of refugees in education.

Teachers' formative and summative feedback is important for refugees' success in education. The learning cultures of host countries are foreign to refugees, and they often find it difficult to understand the requirements and standards of education and training. Formative feedback is an essential part of the teachers' continuous monitoring and scaffolding of the refugee students' learning process for three reasons:

- Feedback makes students aware of their learning progress and supports them in developing learning strategies.
- Positive feedback from teachers and peers increases students' self-esteem, confidence and motivation to continue learning.
- Feedback also enhances a trustful relationship between teachers and students, which is beneficial to students' sense of belonging and reduces the risk of absenteeism and dropout.

In addition, dialogue with the students in connection with the formative and summative feedback is also important for the teachers' adjustment of the tuition to the students' capacities and learning progress. Effective formative feedback should explain clearly to students the teaching aims and procedures (feed-up) and how students can improve and continue learning (feed forward). The primary purpose of summative feedback and assessment is to document and certify the qualifications and skills achieved during VET programmes. Moreover, useful feedback should prioritise improvement, focusing on the correct against the incorrect.

The purpose of summative feedback and assessment is primarily to document and certify the qualifications and skills achieved during a VET programme. The certification of skills is important for the employment opportunities of the students. Summative feedback, in assessing the student's performance and results, is also important for the students. Therefore, combining feedback and assessment will benefit learners.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

For students:

- To be aware of the difficulties of adaptation to the environment of refugee pupils.
- The encouragement of autonomy involves an increased individual engagement of the learner.
- Lack of support and autonomy reduces engagement.

For teachers:

- Feedback on teaching practices can be organised as teachers' peer-to-peer supervision on the tuition and training of refugees.
- Feedback on teaching practices can encourage the teachers' reflection on their interaction with the refugees.

Implementation (with examples):

The following are examples of evidence that indicate successful achievement of this indicator.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Different ways of planning VET training for refugees.	▪ Documents provided by the school.
Providing realistic comprehensible and meaningful learning environments.	▪ Exam regulations and standards. ▪ Programming and Application of Evaluation in VET.
Clear evaluation criteria.	▪ Teacher's Guide for Vocational Education and Training.
Specific dialogue and constructive feedback.	▪ Role of mistakes in formative assessment as opposed to summative assessment.

Guiding questions for the evaluator:

1. Do all the students receive individual and continuous feedback on their progress?
2. Does the feedback combine feed-up, feedback and feed forward to stimulate the students' continuous learning?
3. Does the feedback not only point at errors and deficits, but also emphasise the success and achievements of the students to improve their engagement?
4. Are all the various means of feedback exploited (from teachers, peers, customers, materials, etc)?

LEARNERS

16 Classroom Situation*

General description:

This indicator measures the situation in the classroom, to highlight the major social problems which could affect learning. In fact, a peaceful environment is the basis for all learning processes in every context; even more so, understanding the issue of a multi-cultural class is essential to guarantee a multi-level knowledge acquisition. In this view, good relationships with fellows and teachers are crucial markers to understand the level of integration of foreign students.

This is even more important as school is the main context where people from different cultures can come together, co-operate, and build peaceful relationships. Furthermore, it is in the classroom that a foreign student builds his own identity, mixing in the best possible way his native culture with the host country heritage and values. To do this, people need the best possible place: in fact, the extent of mixing with strangers may depend partly on personal characteristics but may also depend on social structures being in place which encourage such mixing to occur. This difficulty is more pronounced for latecomer students, that may be subjected to racism and bullying. So, it is very important to manage the refugee's classroom-entrance process, trying to encourage inclusion and cooperation with native students.

From the evaluators perspective, it is crucial to assess whether, besides learning achievement, the institution takes into account, the students social and interpersonal sphere, with a special focus on targeted and innovative strategies for the inclusion of the refugees. These can be found by checking the composition of the class (number of students, foreign students' ratio etc.), but also the school's regulations and guidelines, special training of teachers, and students' first access process (first contact with newcomers, interviews etc.).

A peaceful and stimulating environment is determined by the following characteristics, which are linked not only to students' relationships but also to the school's attitude towards diversities, teachers and staff's awareness and linkages with families and everyday life of refugees:

- An adequate number of students for each class.
- An adequate native students/foreign students' ratio.
- Individualised learning programmes and specific linguistic training.
- Special training for teachers and school staff.
- A robust and ongoing monitoring of the situation in the class, for instance, through meetings with students.
- The presence of mentors who can facilitate the inclusion of newcomers and the take in charge of their special needs.
- The presence of linkages between refugee students and the wider society, in order to encourage integration.
- A continuous and effective connection with students' families.

Finally, it is very important to monitor the situation in order to avoid the risk of "ethnicisation"¹ and prevent possible clashes, racism and bullying.

¹ A process of reducing the differences between people or groups to characteristics or appearances that are assumed to "ethnic" <https://virtuelles-migrationsmuseum.org/en/Glossar/ethnicisation/>

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Peaceful environment in the class (no episodes of racism and bullying).
- Precise strategies in the class composition process and an ongoing evaluation by the school staff.
- Inclusivity (personalised approaches targeted on individual and special needs).
- Connection between the first encounter with students and the monitoring of the situation in the class (matching of personal expectations and needs).
- Low dropout rate during the course.
- Good learning achievements during the course.

Implementation (with examples):

It is good to know what could serve as evidence of structural implementations that allow creation of a peaceful environment in the class and where they can be found.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Data on the class and its composition (number of students, native students/foreign students' ratio).	▪ Documents provided by the school.
Data on the dropout rate and learning performance.	▪ Documents provided by the VET institution.
Individualised approach in order to target the students' needs.	<ul style="list-style-type: none"> ▪ Personalised didactic plan or similar documents provided by the VET institution. ▪ Interview with students and VET staff. ▪ Questionnaires submitted to students + VET staff. ▪ Presence of a mentor.
Absence of episodes of bullying or racism.	<ul style="list-style-type: none"> ▪ Interview with students and school staff. ▪ Questionnaires submitted to students + school staff. ▪ Interview with the mentor (if there is).
Prevention activities.	<ul style="list-style-type: none"> ▪ Documents provided by the VET institution. ▪ Special training for teachers (prevention of bullying and mobbing).

	<ul style="list-style-type: none"> ▪ Presence of specific professionals (mentors, social workers, school counsellors).
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Guiding questions for the evaluator:

1. Is there a standardised and shared framework for the class composition and for the monitoring of the situation? **If yes,**
 - (a) Are students' special needs and background taken into account?
 - (b) Is the ratio of native students—foreign students taken into account?
 - (c) Is there a mentor who can manage possible clashes (bullying or racism)?
 - (d) Are families involved in the process?
2. Is there a special training for school staff and teachers? **If yes,**
 - (a) How long does this training last, and what topics are covered?
 - (b) Does the school provide intercultural training?
 - (c) Are teachers able to manage possible clashes?

17 Learning Language and Culture

General description:

Learning the language of the host country is crucial for the integration process of people of migrant origin, particularly for young people in vocational education and training (VET) programmes. Without a minimum language level, cultural transmission through education and job market participation become impossible.

Schools must provide resources to communicate with migrants who have insufficient or no language level, to ensure that they understand their tasks, obligations, and how to proceed to retain them in a meaningful context.

Second language acquisition (SLA) for students of migrant origin in VET can be organised in various ways, including separate language courses, combined language and VET courses, or integrated language learning in the vocational curriculum.

Separate language courses organised by a professional provider, independent of the VET programme, can provide teaching at different levels to match the requirements of the individual student; the chances to be fruitful increase when this is connected to the vocational training.

Language learning can be organised as combined courses, where lessons of language learning are combined with the learning of VET subjects. Chances to connect one to the other are available and facilitate success, for example by including textbooks and instructions from VET. Language learning can also be organised as an integrated part of the teaching of the vocational curriculum, for example by co-teaching shared by a vocational subject teacher with the support of a second language teacher.

Motivation is key to engaging migrant students in VET, and language learning can be practised outside the classroom during internships, increasing their sense of competency and belonging.

Learning the language and culture of the host country is beneficial to both migrant and non-migrant students, facilitating integration and fostering intercultural competence. Teachers also require intercultural competence to understand students from different cultures and create a supportive classroom environment. Finally, migrant students may have different school codes and may need guidance on appropriate behaviour, such as attendance, self-directed learning, and group work.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Documentation to promote migrant students' ability in verbal and written communication (understanding and expression).
- Resources available to promote migrant students' ability in verbal and written communication (understanding and expression).
- Training resources and guidelines to promote native students' ability to approach, integrate, respect and engage with students of migrant origin.
- Training resources and guidelines to promote teachers' ability to approach, integrate, respect and engage with students of migrant origin.

Implementation (with examples):

The following are examples of evidence that indicates successful achievement of this indicator.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Ability to understand verbal interactions.	▪ Classroom observation.

	<ul style="list-style-type: none"> ▪ Language certificate of students. ▪ Access interview protocol.
Ability to express oneself verbally.	<ul style="list-style-type: none"> ▪ Classroom observation, records provided by teachers. ▪ Language certificate of students.
Ability to understand written documents.	<ul style="list-style-type: none"> ▪ Classroom observation. ▪ Teachers' records. ▪ Documentation in different languages: <ul style="list-style-type: none"> – Rules of the school. – Important announcements. – Directions, choices, curriculum. – Announcement of extra-curricular activities.
Ability to express oneself in written forms.	<ul style="list-style-type: none"> ▪ Students' logs. ▪ Teachers' reports.
<p>Different language contexts:</p> <ul style="list-style-type: none"> – Academic language. – Peer interaction language – social relation, not academic. – Legal language. 	<ul style="list-style-type: none"> ▪ Documentation provided in other languages than the native one in the school. ▪ Teachers' report on the integration of students in their peer-group. ▪ Proof of intercultural groups in conducting classroom activities. ▪ Chances to conduct verbal and practical assignments where students must express themselves. ▪ Exams provided in native language and mother tongue of students of migrant origin. ▪ Schedule of translator services provided within the school.

Guiding questions for the evaluator:

1. Is there a protocol to ensure that students of migrant origin whose language knowledge is limited or not given, get language training, support, or translation when they join regular groups?
2. Are documents with relevant information for students and their families provided not only in the native language but also in the language of migrant students or, alternatively, in other foreign common languages (English, French, Chinese, Arab)?
 - Relevant information.

- Curriculum guidelines.
- Textbooks.
- Exams.
- Activities and homework.

3. Is the support of second language teachers guaranteed through a schedule that allows them to participate in:
 - Co-teaching with colleagues in vocational subjects?
 - Assisting students who need translation?
 - Provide students with extra language lessons?
4. Are there instructions regarding grouping in classes, assigning work in pairs or teams, that promote and foster the intercultural exchange of native students with those of migrant origin?
5. Is communication fostered in the classroom, are there measures taken to slow down the pace of teaching, to avoid use of dialect among native students, to share and translate the use of expressions that are culturally shaped?

INTERACTIONS WITH THE ENVIRONMENT

18 Target Group Orientated towards the Mass Media and Social Media*

General description:

Traditional mass media and new media (Internet and social media) play an extremely important role in shaping ideas, opinions, and the behaviour of citizens. They are particularly influential in the development of young people. Children and adolescents create their self-image and attitudes through mass media and the messages they convey.

The literature demonstrates extensively how new media can positively or negatively influence the emotions, ideas, and behaviours of young people, especially considering their increasing presence in our lives. They are more interactive, user-friendly, and essential for many daily activities.

As a result, new technologies, including those related to new digital social environments, are assuming an increasingly important role in education. Teachers and trainers utilise them in their courses, students benefit from more integrated learning, and classrooms increasingly incorporate technological devices (computers, digital boards, etc.) for educational support.

Specifically, new media should be incorporated into the educational field to raise students' awareness of their responsible use and to foster digital citizenship skills.

This objective is even more crucial in multicultural classrooms or in training courses specifically dedicated to refugees. Firstly, mass media, in general, and new media, in particular, often present a continuously re-created image of reality, shaped not only by users but also by other stakeholders (political parties, media conglomerates, large corporations, etc.). In this sense, schools must educate students to decode this vast amount of information, enabling them to distinguish reality from its (not always truthful) representation. Mass media often convey and amplify negative messages such as racism, discrimination, and violence. Students, especially foreign ones, should be able to understand the assumptions behind these messages, contextualise their content, and relate them to their everyday life experiences, which may not always align with the images portrayed on social media, so as not to passively be influenced by them.

The widespread use of new media is pushing the field of education towards more participatory forms of teaching that consider informal and non-formal experiences. Nowadays, students have access to information from various sources and at a rapid pace, integrating it with what they receive from teachers during lessons. While this phenomenon has positive aspects, as it allows them to expand their knowledge and skills, educational and training agencies must provide them with tools for developing critical thinking in interpreting content and information. This challenge is even more important for refugee students or those with migration backgrounds. Integrating new media into teaching can represent strong support for their integration process, but it must be accompanied by appropriate tools and skills that only technology-aware teaching can provide.

Lastly, digital skills related to new technologies and new media, have become essential in the workplace and for career guidance. Having digital skills and understanding how social media are integrated into the world of work (e.g., job search platforms) can be an indicator of success in employment, especially for refugee students.

The following elements should be considered for the evaluation of digital education:

- Learning environments and technological resources.
- School curriculum.
- Specific training for teachers.
- Methods for assessing students' digital skills.
- Specific projects related to digital competencies.

Relevance for target group of evaluators:

- Spaces are designed, equipped, and used as learning environments.
- Culture of preventing racism and discrimination through knowledge of mass media.
- Promotion of conscious use of new technologies, including artificial intelligence.
- Providing students with tools to deconstruct, understand, and evaluate messages from mass media and new media.
- Empowering refugee students to understand the language used by mass media in order to grasp the culture of the host country and operate in an intercultural dimension.
- Involvement of families in the acquisition of skills related to mass media, new media, and new technologies.

Implementation (with examples):

Below are some elements that indicate a structural implementation of strategies for teaching skills related to new media within the institution, along with indications on how they can be identified and assessed by the evaluator.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Learning environments.	<ul style="list-style-type: none"> ▪ Curriculum of the school. ▪ Analysis of the school environment. ▪ Observation of teaching activities. ▪ Interviews: Gathering opinions from school administrators, teachers, and students.
Prevention of racism and discrimination through knowledge of mass media and new media.	<ul style="list-style-type: none"> ▪ Documents: Curriculum content, any specific projects, Teachers' competencies/training. ▪ Interviews/questionnaires: Teachers' competencies/training.
Promotion of conscious use of new technologies, including artificial intelligence.	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Assessment tools for students' digital skills. – Specific projects. – Use of digital platforms and digital intelligence as teaching tools to facilitate learning and identify cultural stereotypes, biases and fake news. – Lesson planning in classrooms.

	<ul style="list-style-type: none"> ▪ On-site-visit: Training content and setting.
Understanding the language of mass media and new media to grasp the culture of the host country and operate in an intercultural dimension.	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Specific training activities on the use of social media (with a focus on different cultural contexts). – Presence of indications in the curriculum. – Specific protocols for foreign students. ▪ Presence of specific contextualised teaching activities.
Involvement of families in the acquisition of skills.	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Presence of indications in the curriculum. – Specific projects. ▪ Interviews/questionnaires: <ul style="list-style-type: none"> – Questions directed to school administrators, teachers, and students.

Guiding questions for the evaluator:

1. Does the educational institution promote conscious use of social media and new media, also for the purpose of preventing racism and discriminatory attitudes?
2. Are the 20 competencies of the culture of democracy², especially those related to intercultural aspects, taught and emphasised in relation to digital skills? **If yes:**
 - (a) Are there references to them in the training content and settings?
 - (b) Is there an evaluation protocol for these competencies?
3. Are there training activities about the use of social media with a focus on influencing opinions (propaganda, advertising, hate messages, ethical news control systems), including reference to different cultural contexts? **If yes:**
 - (a) At what points are these activities provided, and how frequently?
 - (b) Are students equipped with tools to deconstruct and contextualise messages from new media?
4. Are there specific protocols for foreigners in this regard or personalised plans for each student?

² <https://rm.coe.int/16806ccf13> Retrieved 27.09.2023

5. Have teachers received or are they receiving specific training in this area? **If yes:**
 - (a) What kind of training do they receive and how frequently?
6. Are specific computer skills provided to students?
7. Does the curriculum include indications in this regard?
8. Is there a protocol and tools for evaluating these skills? **If yes:**
 - (a) Do the training cycles align with the competencies of the European reference framework DgfiCompEdu?
 - (b) Are there internal evaluation tools?
9. Is there specific training for teachers regarding digital skills? **If yes:**
 - (a) Do the training cycles align with the competencies of the European reference framework DgfiCompEdu?³
 - (b) Is there training related to digital platforms and artificial intelligence as educational tools to facilitate learning and as domains to identify cultural stereotypes, biases, and fake news?

Relationships with families and external entities

1. Is the school's website interactive and user-friendly?
2. Does the school's website showcase examples of students' digital projects and have spaces managed by students, both open and private?
3. Is communication with families facilitated through the use of digital tools (remote meetings, electronic records, online meetings, social media)?
4. Are families the recipients of targeted digital literacy and competency projects? **If yes:**
 - (a) Are they organised openly or with specific targets?
 - (b) Are there information and training projects about the risks and opportunities of social media, aimed at families to make them more aware of their educational role?
 - (c) Are there interactions with external entities aimed at developing digital communication and the intercultural dimension of social media?

³ https://digcompedu.cnr.it/DigCompEdu_ITA_FINAL_CNR-ITD.pdf Retrieved 27.09.2023

19 Matching of Governmental and Refugees' Goals*

General description:

Matching governmental migration politics and refugees' goals is crucial in order to make the integration process really effective and guarantee the full protection of human rights. Governments must ensure refugees the most important rights, like the right to work, to education, to health and to non-discrimination. Asylum-seekers cannot return to their home state because of the risk of persecution as a consequence of their race, religion, political beliefs or social class: that is why refugee's status is protected by several international institutions and treaties, among which the most important is the 1951 Geneva Convention. Even though the positions in relation to migration phenomena could be different from one country to another, which could have to do with a governments political beliefs that lead to different migration policies. The international position (e. g. the above-mentioned Geneva Convention) aims to give full protection and rights to refugees, and a common approach that states must apply. In fact, if national governments can adopt different policies regarding the entrance of economic migrants in their country, establishing how many people can obtain a visa, they always have to take into consideration an asylum application, that can be rejected only if the prerequisites for the application are lacking, or if there are serious risks for state security.

A deep and real integration in the host country's social and economic structures should be the principal aim of the host country's government. In fact, only with a full integration that leads to an entrance in the labour market, can newcomers reach economic independence and play a role in national growth. One of the main problems for refugee students is time: in fact, their permanence in the host country is time-limited and it is related to their training process, entrance in the labour market and social skill acquisition. In addition, the condition of refugee students is precarious and related to government's changing policies on migration. To avoid failure in the integration process, VET providers must seriously take into consideration refugees' hopes and future projects, their training and their possible entrance into the labour market. Young refugees have, in fact, more possibilities to successfully integrate with the school and training system, to acquire work-related competencies and to permanently stay in the host country, finalising the integration process by acquiring citizenship.

Finding a balance between the needs and opportunities of the local community and the aspirations of refugee students is crucial for the successful outcome of their integration. The VET providers play a pivotal role in this process. The resources and tools that the VET institution has at its disposal from a regulatory perspective, and activates on its own initiative, are decisive factors. Three distinct dimensions of this process can be identified.

The institutional dimension is one aspect, particularly:

1. How much autonomy the school has in defining, updating, and modifying its educational pathways and curriculum in relation to employment demands in the local area.
2. How equipped the school is to establish connections with the community for work-related experiences, such as:
 - curriculum for soft skills in collaboration with external entities.
 - Activities for guidance and social/work-related integration (internships, integrated training with external parties).

The cultural dimension is the second aspect, encompassing how much and in what manner the school interprets its role as a promoter of social, cultural, and economic development within its territory. Furthermore, it examines how the school conceptualises contemporary challenges in relation to its educational process (educational vision, consideration of ongoing innovations, societal transformations, and sustainability issues), as well as how it fosters awareness and in-depth exploration of these topics within its context.

The third dimension pertains to the school's capacity to work with individual students or groups of students, ensuring their effective social and vocational integration, which might involve setting up placement offices in order to foster their entrance in the labour market.

Relevance for target group of evaluators:

- The school utilises the available regulatory resources for collaboration with the local community, equipping adequately trained staff responsible for coordination, and scheduling permanent institutional meetings for collaborations on educational activities, internships, and vocational integration.
- The school engages in in-depth exploration and training regarding contemporary challenges, directed towards teachers, students, and the external world. It adjusts its educational and formative vision with a sensitivity towards innovation.
- Support and guidance for social and vocational integration, with two different levels
 1. The school nurtures the motivation to be an active member of society and enhances the student's capacity for social integration, taking into consideration their cultural background.
 2. The school aligns the student's resources with the vocational opportunities within the community.

Implementation (with examples):

Below are some elements indicating how a VET institution is capable of matching the governmental goals and the refugees' goals, with an effective inclusion into the local social environment and labour market.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
<p>The school utilises the available regulatory resources for collaboration with the local community, equipping adequately trained staff responsible for coordination, and scheduling permanent institutional meetings for collaboration on educational activities, internships, and vocational integration.</p>	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Curriculum. – School's offer plan. – Organisational chart of the institution. – Documents that describe the connections with external entities. ▪ Interviews with VET manager. ▪ Interviews with VET management.
<p>The school engages in in-depth exploration and training regarding contemporary challenges, directed towards teachers, students, and the external world. It adjusts its educational and formative vision with a sensitivity towards innovation.</p>	<ul style="list-style-type: none"> ▪ Documents related to training activities on current topics or specific activities. ▪ Interviews with VET manager. ▪ Interviews with teachers and trainers.
<p>Support and guidance for social and vocational integration, with two different levels:</p> <p>The school nurtures the motivation to be an active member of society and enhances the student's capacity for social integration, taking into consideration their cultural background.</p> <p>The school aligns the student's resources with the vocational opportunities within the community.</p>	<ul style="list-style-type: none"> ▪ Documents <ul style="list-style-type: none"> – Presence of guidelines for tutoring activities and the development of soft skills. – documentation of personalised pathways to the world of work (student curriculum). – existence of placement services up to one year after obtaining the diploma. ▪ Interviews with VET manager. ▪ Interviews with designated personnel.

Guiding questions for the evaluator:

1. Is the VET institution capable of adapting its training to the employment demands in the local area?
2. Is the VET institution capable of collaborating with the external community in order to maximise the inclusion of the refugee students? **If yes:**
 - (a) Does it organise activities for guidance and social/work-related integration (internships, integrated training with external parties)?
 - (b) Does it take into consideration the importance of soft skills?
 - (c) Does it schedule permanent institutional meetings with local entities and organisations to coordinate an adequate inclusion for the refugee students?
3. Does the VET institution provide for support and guidance for social and vocational integration? **If yes:**
 - (a) Does it take into consideration students' cultural backgrounds?
 - (b) Does it align student's resources with the vocational opportunities within the community?
 - (c) Does it organise internships with local enterprises?

III OUTPUT INDICATORS

TEACHERS AND TRAINERS

20 Evaluation of Teaching Methods*

General description:

The evaluation of teaching methods is a practical way to reflect and to think over existing teaching methods. This evaluation can be structured internally or externally, according to its orientation.

There are different opinions about whether it is better to have evaluation activities throughout a course or only at the end of a course. If a teaching evaluation form is distributed only at the end of a course, it is not possible for the instructor to make useful modifications for students who are currently enrolled. In either case this kind of evaluation can help the instructors to identify the successful parts of their courses and to know what needs to be improved.

The teaching methods need to be developed and evaluated regarding refugees' needs as well. There are not enough empirical findings about this topic, because there are no clear regulations

for this target group. consideration of the competence most commonly needed by the target group, their language skills with the new language, it might be more difficult sometimes to get a teaching evaluation directly from the students.

- Nevertheless, there are several sources of information for getting a valid evaluation from the participating students. With the help of language-sensitive feedback, for example at the end of each lesson, the feedback could help the instructors to achieve a kind of evaluation on their lesson.
- Another good point for getting valid evaluation about the teaching method is to integrate other stakeholders or example trainers, and supervisors but also promoting companies or foundations, or people from administration points. They can give evaluation rich in content about the learning progress of the students.

Evaluations from students are valid, but it is not the only source of information to evaluate teaching. It is more effective to collect data from various sources, such as peer ratings, student ratings, instructor discussions, or committee rates. The collection of data from multiple sources (triangulation), and to take the best qualified people for rating education-related activities are important issues in that case.

- A continuous evaluation of teaching methods can be recorded in written form, but also in verbal form, and can be compared from time to time. As mentioned above the evaluation can be conducted internally or externally. Furthermore, the focus can be made to be on the process or on the outcome.
- For example, a vocational training programme for refugees which is founded by different stakeholders, has a different reference for evaluation of the teaching method, than a vocational training place in a school, since not many stakeholders are involved.
In fact, all responsible stakeholders can give verbal or written evaluation about their satisfaction of the teaching methods adopted. It needs to be a pre-condition that there are standards to which they can refer.
- It is possible to improve or to extend the evaluation method. It might be the case that the kind of evaluation is not accurate enough and does not reflect the current situation.
- It still must be kept in mind, that several factors can affect the results of evaluations, for example, by students, such as their abilities, interests and skills in subject areas. In this case, data collection from multiple sources (triangulation), and selection of the most qualified people to rate education-related activities are important.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- The quality and the adaptability of the teaching methods might be the principal key factors in vocational training for refugees.
- A vocational training programme for refugees has a different reference point, calling for different dimensions in evaluating the teaching method, as many actors are involved.
- All responsible stakeholders can give verbal or written evaluation about their perspective of the teaching methods which are adopted.
- The form and time of the evaluation should consider the language level of the refugees, time of enrolment and abilities, to allow their contribution to the evaluation.
- The evaluation results could help to increase the quality of the vocational programmes for refugees.
- Inclusive evaluation environment.

Implementation (with examples):

The following are examples of evidence that indicate successful achievement of this indicator.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Data on whether the teaching methods have been evaluated and in what form, e.g., peer review, student questionnaires, interviews with stakeholders.	<ul style="list-style-type: none"> ▪ Documents provided by the school about its evaluation activities and the topics of evaluation. ▪ Documented teaching evaluation criteria.
Data on the possible stakeholders and their involvement into the evaluation.	<ul style="list-style-type: none"> ▪ Documents provided by the schools about the addressee of evaluation activities. ▪
Data on the participation of the refugee students in the evaluation.	<ul style="list-style-type: none"> ▪ Documents on the students participating in the evaluation and the time of their participation. For example, an indication that they could evaluate the whole course or only a part of it, provided by the school. ▪ Evaluation criteria for students to share feedback and experiences.

Feedback on the evaluation by teachers. Feedback on the evaluation by refugee students.	<ul style="list-style-type: none"> ▪ Formulation of the evaluation questions in easy language levels. ▪ Final teaching evaluation surveys.
The results of the evaluation shall be reported to the evaluators, and actions based on those results shall be taken.	<ul style="list-style-type: none"> ▪ Presentations used to report the evaluation results. ▪ Meetings organised to report the evaluation results.

Guiding questions for the evaluator:

1. What sources of information are used to evaluate the teaching method?
2. What is the outcome of the evaluation and how often is it conducted?
3. What is the reference for the evaluation of teaching method in this specific case?
4. Which evaluation or form of evaluation is better, and according to what objectives?
5. Is there an evaluation in the mid-term of a project or only at the end?
6. Which stakeholders are involved in the evaluation process?
 - What is the interest of each stakeholder?
 - What is the effect on each stakeholder after the evaluation?

21 Assessment of Learning Progress

General description:

The evaluation (assessment) of the refugee students' learning progress has two main purposes. The first purpose is to inform the teachers/trainers about the results of their teaching/training, so as to organise learning activities that are adapted to the requirements and capacities of the individual student. The other is to provide formative feedback to the students of their attainment, to help them focus their learning efforts and enhance their further progress. Evaluation in the form of dialog between teachers and students on the students' learning progress can strengthen the students' ability to learn. In addition, the teacher's evaluation and recognition of the students' learning progress can encourage the students' engagement and strengthen their development of confident learning identities. Beyond the immediate goal of attaining specific vocational skills, an overall goal of VET is to develop the students into life-long learners, which means helping them in learning to learn. Encouraging the refugee students' ongoing assessment of their own attainment can help those becoming self-directed learners.

The evaluation of the student's learning progress takes place in many ways. On the one hand, formal evaluation can take the form of oral or written tests that mainly evaluate the student's acquisition of knowledge and the student's ability to explain his/her work procedures. Formal evaluation can also take the form of tests of the student's performance in practical skills demonstrations during a work assignment.

Practical work-based skills demonstrations have many advantages, particularly for refugee students. During skills demonstrations, students can get immediate feedback on their work process as well as on the result or product of the work assignment. This can offer a more accurate evaluation, which is not very dependent on the language proficiency of the student. In addition, the evaluation can provide instructions to the students (feed forward) on how to improve their competencies.

On the other hand, informal evaluation is usually an integrated practice in work-based training, when trainers, co-workers, customers and supervisors provide feedback to the learner. The evaluation of learning progress is more effective when it emphasises the progress and improvements of the students learning than when it emphasises the errors and deficiencies.

Whether formal or informal, evaluation of learning must be:

- Explicit, detailed and constructive to help students' learning progress.
- Interactive and aiming to improve students' ongoing reflection and self-evaluation of their own practices.
- Encouraging students to evaluate their own work and learning progress to help them become self-directed learners.

While evaluation and feedback can encourage refugee students' engagement, there is a risk that evaluation can discourage students. This can happen if students interpret the evaluation as an assessment of themselves as persons, not their learning progress. Also, repeatedly being identified as low-performing learners can discourage students and contribute to a process of disengagement and withdrawal from training.

As refugee students develop new social identities in their host countries, they are in a phase of biographical transition, which can make them very sensitive to negative evaluations. Teachers, therefore, should pay attention to refugee students' situations when evaluating their learning, and should contribute to their sense of being recognised and included. Using student evaluations for hierarchically rating and ranking them, can have negative consequences for the learning environment. Encouraging the use of evaluations for ranking practices and competition among students can reduce their inclination to cooperate and help each other's learning.

- Teachers and school managers should seek to develop an evaluation culture that regards errors as opportunities for learning and encourages students' open, ongoing

collective reflection on their learning.

Evaluation of learning progress is more effective when it emphasises the progress and improvement of students' learning rather than the deficiencies.

- Teachers should be aware of the risk of bias in the evaluation of refugee students' learning due to stereotypes and teachers' low expectations of these students' capacities. Teachers should explain in detail the evaluation criteria and purpose to students.

The evaluation criteria for learning are sometimes very vague to these students, so teachers should give explicit, detailed explanations of the evaluation standards and objectives. To support refugee students' learning, teachers should also explicitly describe the cultural norms and social standards that are part of native students' tacit knowledge.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- For the institution, evidence of learning can demonstrate progress in the academic level of its students. It is also possible to have information about the performance of the teachers, the effectiveness of the educational model, the methodologies used, the risks of bias in the assessment process, and thus be able to make decisions in this regard, with the aim of improving the institution's results.
- For the teacher, evidence of learning progress allows them to adjust their planning according to the development of the learner, encouraging their engagement.
- For learners, evidence of learning helps them to reflect on their performance and to take responsibility for their results. For them, tests and feedback allow for self-monitoring and a possible increase in self-esteem where mistakes are a learning opportunity.

Implementation (with examples):

The following are examples of evidence that indicate successful achievement of this indicator.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Standards are announced and published in due time.	<ul style="list-style-type: none"> ▪ Documents provided by the school. ▪ Programme information.

Students and teachers are reminded of standards frequently.	▪ Curriculum guidelines.
Vocational standards are not polluted by language mastery (expressed in simple terms).	▪ Documentation in different languages.
Teachers and students are aware of the negative consequences of conceiving error only as mistake and not as a learning possibility.	▪ Assessment documents make explicit that mistakes along the process will not be considered when calculating the final grading.
Adaptability of tests to learners' competences.	▪ Use of different methods and forms of examination.
Encouraging autonomy and self-learning.	<ul style="list-style-type: none"> ▪ Self-corrections. ▪ Peer assessment. ▪ External examination before certification.

Guiding questions for the evaluator:

1. Have teachers made the standards and criteria for the evaluation explicit and clear enough for the students, so that the students themselves can formulate and apply these standards?
2. Have the teachers considered how to distinguish between the evaluation of the language skills of the refugee student and their vocational skills?
3. Have the teachers encouraged the students in questioning and discussion of the evaluation?
4. Have the teachers encouraged the students to learn from the evaluation by making them reflect on how they will take advantage of this in their subsequent learning activities?

LEARNERS

22 Absences and Dropout Rate

General description:

Across Europe, persons with migration background have fewer chances of progressing to VET programmes than domestic learners, and at the same time a higher risk of dropping out. The causes of early dropout and absence from VET are complex and multifaceted, and are not the result of one risk factor, as many individual, structural and institutional factors interact at the

same time. On the one hand, individual factors such as lack of motivation, underprivileged educational backgrounds or belonging to a minority group can lead to dropping out from education and training.

On the other hand, structural factors at institutional level including learning atmosphere, student-teacher ratio or the size of the organisation play a decisive role. Further, lacking information about the VET system of the host country, potential possibilities of VET programmes as well as requirements of the labour market, in combination with a difficult financial situation and low income during the education and training, lead to a high absence rate and voluntary dropping out when refugees get a better paid job offer. In addition, legal restrictions (e.g., for asylum seekers), work discrimination and structural barriers limit the possibility of choosing the desired school or training. It should be noted that dropping out of school and absenteeism are thus not only related to individual characteristics but arise in an educational context. School dropout and absenteeism are the result of a deficit in necessary educational resources, time and free capacities on the part of those involved. As early leavers from education and training are placed at a disadvantage on the labour market and are at risk of long-term unemployment, social exclusion and poverty, the consideration of Dropout Rate and Absence Rate plays an important role for the quality of the evaluation. It allows the evaluator greater objectivity and a broader perspective. Moreover, this enables the evaluation results to incorporate the lived experiences of refugee students.

Therefore, measures can be taken at institutional level to reduce drop-out and absenteeism rates of learners in VET programmes. The evaluator should pay attention to whether there is a positive welcoming culture and inclusive ethos in the school or organisation, whether diversity is taken into account in the curriculum, and whether there is sensitivity to global events affecting young refugees. These measures can be seen as important protective factors that increase the likelihood of completing a VET programme. In addition, supportive teachers and trainers who are familiar with the challenges that refugees often experience, are important. This requires the development of teachers' and trainers' competences in working with refugees in order to identify potential dropouts as well as the specific characteristics of learners so that they can receive support tailored to individual needs and thereby improve the quality of their VET systems.

Relevance for target group of evaluators:

Interventions to reduce the Dropout rate:

- In-school counselling services, e.g., social pedagogues, social workers, ...
- Internal guidelines for dealing with absences (parent meetings, contacting support networks (NGOs) etc.).

- Positive school or workplace culture.
- Welcoming environment free of discrimination or racism – rather than label youth, school personnel should treat everyone the same regardless of cultural background
- School or workplace is embracing diversity and inclusion – e.g., reflection of diversity in the programme-curriculum and sensitivity to global events that impact refugee youth.
- Special training for trainers and teachers to foster intercultural competences and to understand the multiple challenges and experiences of refugees.
- Flexible prevention and support system to prevent refugees from dropping out.
- Identifying individuals at risk of dropping out by evaluating students' strengths and weaknesses that are considered important in the learning environment to assess what type of support is most suitable.
- Mixed composition of class with a well-balanced share of domestic youth and refugees or youth of ethnic minorities.
- Sufficient language training to reduce linguistic barriers and to enable social inclusion.

Implementation (with examples):

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Information about the actual Absence and Dropout rates.	<ul style="list-style-type: none"> ▪ Internal school statistics. ▪ Class register.
In-school counselling services as a flexible prevention and support system to prevent refugees from dropping out.	<ul style="list-style-type: none"> ▪ social pedagogues, social workers etc. ▪ Internal guidelines for dealing with absences (parent meetings, contacting support networks (NGOs) etc.).
Positive school or workplace culture.	<ul style="list-style-type: none"> ▪ Survey of pupils, teachers and training institutions with which the programme cooperates.
School or workplace is embracing diversity and inclusion and offering a welcoming environment.	<ul style="list-style-type: none"> ▪ Reflection of diversity in the programme-curriculum and sensitivity to global events that impact refugee youth. Certificates (e.g. School against Racism). ▪ Offer of language-sensitive learning materials.
Special training for trainers and teachers to foster intercultural competences and to understand the multiple challenges and experiences of refugees.	<ul style="list-style-type: none"> ▪ Structure and content of initial professional development for VET teachers. ▪ Offer, structure and content of in-service training programmes for teachers and

	trainers in vocational education and training to acquire and improve intercultural competences.
Identifying individuals at risk of dropping out by evaluating students' strengths and weaknesses that are considered important in the learning environment to assess what type of support is most suitable.	<ul style="list-style-type: none"> ▪ Student profile.
Mixed composition of class with a well-balanced share of domestic youth and refugees or youth of ethnic minorities.	<ul style="list-style-type: none"> ▪ Class composition lists.
Sufficient language training to reduce linguistic barriers and to enable social inclusion.	<ul style="list-style-type: none"> ▪ Programme information.
Appropriate entrance requirements for attending the programme.	<ul style="list-style-type: none"> ▪ Crediting procedure of the educational institution. ▪ VET programme information, curriculum. ▪ validation and recognition of prior qualifications to ensure best fit with the VET system.
Appropriate Information about the national VET system and potential possibilities of VET programmes.	<ul style="list-style-type: none"> ▪ Website. ▪ Flyer. ▪ Offering information about the national VET system and potential possibilities of VET programmes, so that refugees can make a conscious decision about their future education.

Guiding questions for the evaluator:

1. Is there a flexible prevention and support system that prevents refugees from dropping out of training and is the VET institution providing appropriate support based on individual needs?
2. Does the educational institution support adequate language training and with regard to the social inclusion of young refugees?
3. Is information about the national VET system and potential possibilities of VET programmes provided, so that refugees can make a conscious decision about their future education?
4. Does the VET school or institution focus on the validation and recognition of prior

qualifications to ensure best fit with the VET system?

5. Is a positive school or workplace culture including a welcoming environment free of discrimination or racism prevalent?
6. Is the school or workplace embracing diversity and inclusion?

INTERACTIONS WITH THE ENVIRONMENT

23 Measurement of the Attainment of Learning Objectives*

General description:

The measurement (assessment) of the refugee students' attainment of learning objectives has two main aims. One is the certification of the qualifications attained in VET in order to facilitate access to skilled employment and positions in the labour market. This assessment takes place mainly towards the end of a programme or a course. To ensure the quality of this assessment, it often includes an external examiner. Another purpose of assessment is to support students' learning process by testing their educational progress. When students are encouraged to assess their own attainment, they can become better self-directed learners, thus supporting their long-term learning in working life career.

In general, VET includes two types of measurement (assessment) of the acquired skills of the students. One is in the form of oral and written tests, and the other is in the form of demonstrations of the attained skills through the performance of practical work tasks in a test situation. In these tests, the refugee students' lack of proficiency in the host country language is a challenge for the valid measurement of the attainment of the learning objectives, but poor language skills can be difficult to distinguish from poor vocational skills. In practical demonstration of skills, the students have better opportunities to show the work tasks they can perform, independent of their language skills.

Various tools are available for assessment and validation of refugees' skills, including visual tools. When the learning objectives are standardised, it helps the comparability of the qualifications in the European qualifications framework, and the transfer of credits in the European Credit system for VET. While discrete skills are most easy to assess through demonstration, the assessment of knowledge requires a good mastery of language. The evaluation of competencies involves an assessment of the student's understanding of the context of the task or assignment. This includes the students' judgement of the most appropriate way to solve the task.

Assessment of vocational skills often involves dialogue, so examiners and assessors should be informed about students' language proficiency before the examination. Assessors should be aware that assessment of refugees' attainment involves the risk of bias and differential treatment due to misunderstandings, stereotypes and prejudice. This risk is especially high in the measurement of social and personal competencies, which are important. When teachers focus on the students' attainment of the learning objectives of the VET programme, they should not forget that part of the students' learning goes beyond those objectives. Much of this unintended and informal learning in a VET programme can be very valuable for the student's career and wellbeing. In addition, teachers' focus on measurable learning outcomes should not ignore the wider and intangible benefits of VET relating to the social integration and personal growth of the students.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Documentation to promote equality and diversity, avoiding discriminatory bias.
- Resources available to promote migrant students' ability regarding language knowledge.
- Clear and explicit social standards.

Implementation (with examples):

The following are examples of evidence that indicate successful achievement of this indicator.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Successful match between learning process and qualifications obtained in the VET programme.	<ul style="list-style-type: none"> ▪ Teachers reports. ▪ Exams, tests, favourable activities.
Clear and explicit standards, norms, objectives and assessment criteria.	<ul style="list-style-type: none"> ▪ Documentation in different languages: <ul style="list-style-type: none"> – Rules of the school. – Important announcements. – Directions, choices, curriculum. – Announcement of extra-curricular activities.
Assessment free of bias and discriminatory practices.	<ul style="list-style-type: none"> ▪ Chances to conduct verbal and practical assignments where students must express

	themselves.
Activities to promote and demonstrate language skills during the assessment process.	<ul style="list-style-type: none"> Documentation provided in languages other than the native one in the school. Exams provided in native language and mother tongue of students of migrant origin.

Guiding questions for the evaluator:

1. Is the assessor aware of the level of language skills of the refugee student and the implications of this for the assessment?
2. Have the assessors considered the opportunities for practical skill demonstrations of refugee students through work-related activities rather than through oral or written tests?
3. Have the assessors considered how to make explicit and in detail the reasons for the results of the assessment for the refugee students, with opportunity for questions and dialogue?

24 Certifications and their Recognition in the Labour Market

General description:

The development of professional skills is extremely important for personal growth and is a fundamental requirement for entering the job market. These skills can be acquired through classroom training, internships, and work experiences, and they require precise systems of evaluation and certification. Such certifications are typically obtained at the end of a training programme and attest to the subject's specific knowledge and skills. They are awarded directly by the education system and follow specific guidelines to ensure students' preparedness and facilitate their entry into the job market. In addition to that, there are other certifications that are recognised at the European and national levels, such as those attesting to language skills or the European Computer Driving Licence (ECDL), which can certify specific competencies. Furthermore, it is possible to certify skills acquired through lifelong learning.

In general, skills can be acquired through:

- Formal learning: usually a school-based path leading to a diploma.

- Non-formal learning: a learning process that takes place outside of the school system (for example, in a company, association, etc.).
- Informal learning: belonging to informal environments (for example, daily interactions).

Skills acquired through lifelong learning, especially through non-formal and informal learning, must be validated and compared to specific standards in order to recognise equivalent educational credits. Moreover, such skills must be certified through specific tests.

Certifying skills acquired in informal and non-formal learning contexts is an important opportunity to provide students (and, more broadly, job applicants) with more chances of finding employment. Additionally, a comprehensive and effective certification of skills can protect and assist workers in a volatile and unstable job market by guaranteeing their preparedness and experience. In this perspective, skills are not only connected to the educational sector but can be acquired in different ways and environments. In general, the European Union is working to unify national certification systems in order to have a common criterion. In 2008, the European Parliament and the European Council introduced the European Qualification Framework (EQF), an 8-level system that describes the candidate's learning outcomes, focusing on acquired competencies.

In the specific case of refugees, it is vital for the educational institution to possess a flexible and effective methodology for evaluating and certifying knowledge, one that can consider not only the knowledge acquired during the training programme but also previous knowledge, even if derived from non-formal or informal contexts. In this context, the student's personal history must be taken into account in order to assess competencies that often have not received previous evaluation but may be important for constructing a personal skills portfolio. This process is certainly important during the candidates' entry into the training programme to facilitate their orientation, but it is especially important for their entry into the workforce. For this reason, the institution must provide the student with all the necessary tools for assessing, certifying, and enhancing the possessed and acquired competencies, as well as strategies to facilitate their entry into the job market.

Relevance for target group of evaluators:

- Presence of a protocol and assessment tools for evaluating competencies in relation to the field of study and level, with reference to national and European certification standards (e.g., EQF).
- Consideration of competencies acquired through informal and non-formal training and their utilisation for personalised pathways.

- Identification of language certifications and competencies, and digital certifications and competencies, as well as opportunities to acquire them.
- Assessment of soft skills.
- Ongoing assessment (during the student's admission process and throughout the training course) of students' competencies (prior and acquired), including practical tests (formative assessment).
- Connections with other institutions (government institutions, companies, employment centres, etc.) to ensure internships and certification of competencies acquired during them.
- Support in writing the curriculum vitae and in job orientation and placement.
- Utilisation of school evaluation results and national standardised exams (if applicable), and certification of key competencies for self-assessment of the effectiveness of training programmes.

Implementation (with examples):

The following are examples of evidence that indicate successful achievement of this indicator.

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Presence of a protocol and assessment tools for evaluating competencies.	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Curriculum/School's offer plan. – Competency assessment tools. ▪ Questions directed to principals, teachers, and students.
Consideration of competencies acquired through informal and non-formal training and their utilisation for personalised pathways.	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Competency assessment tools and protocols. – Individual training agreements. ▪ Questions directed to principals, teachers, and students.
Identification of language certifications/competencies and digital certifications/competencies, as well as opportunities to acquire them	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Existence of a data collection system for teachers' and students' certifications. – Existence of protocols and tools for certification of language and digital competencies. – Individual training agreements.

	<ul style="list-style-type: none"> – Projects for developing language and digital competencies. ▪ On-site visit: Presence of specific resources and environments. ▪ Questions directed to principals, teachers, and students.
Assessment of soft skills.	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Curriculum/ School's offer plan: indications of methods and tools. – Individual training agreements and profiles of transferable competencies. ▪ Questions directed to principals, teachers, and students.
Ongoing assessment of competencies (prior and acquired), including practical tests (formative assessment).	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – School's offer plan: Assessment tools and methods for ongoing evaluation. – Remedial and enhancement activities. ▪ On-site visit: <ul style="list-style-type: none"> – Organisation and management of ongoing assessment and practical exams. ▪ Questions directed to principals, teachers, and students.
Connections with other institutions to ensure internships and certification of competencies acquired during them.	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – Active agreements or partnerships for internships with references to national and European regulations. – Data on internship activities. ▪ Questions directed to principals, teachers, and students.
Support in writing the curriculum vitae and in job orientation and placement.	<ul style="list-style-type: none"> ▪ Documents: <ul style="list-style-type: none"> – School's offer plan (in Italy). – Specific projects. – Individual training agreements. ▪ Questions directed to principals, teachers, and students.
Utilisation of school evaluation results, national standardised exams (if applicable),	<ul style="list-style-type: none"> ▪ Documents:

and certification of key competencies for self-assessment of the effectiveness of training programmes.	<ul style="list-style-type: none"> – School's offer plan and self-assessment reports. – Improvement plan. ▪ Questions directed to principals, teachers, and students.
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Guiding questions for the evaluator:

1. Is the educational institution capable of evaluating the competencies of refugee students, taking into consideration the specificities of their situation?
2. Is there a specific protocol for assessing competencies upon entry and exit? **If yes:**
 - (a) During the welcoming or orientation phase, is there an assessment and certification of prior competencies? Are individual training agreements defined for personalised learning pathways?
 - (b) Does the school track the outcomes of interim and final evaluations to identify areas for remediation and enhancement?
 - (c) Is there an assessment of functional language skills upon entry? Are there opportunities for specific language training?
 - (d) Are there methodologies and tools for assessing transferable competencies (soft skills)?
 - (e) Are there suitable methodologies, environments, and tools for assessing specific professional competencies, including those acquired through non-formal and informal learning?
3. Does the educational institution implement specific strategies for career guidance and job placement? **If yes:**
 - (a) Does the educational institution offer the opportunity to undertake practical internships in companies or other external organisations?
 - (b) Are the competencies acquired during internships evaluated and certified?
 - (c) Does the institution collect or have data on further education and employment outcomes and use them to redirect the educational activities?
 - (d) During the educational programme, are there specific activities aimed at providing students with skills related to resume writing and job interviews?
4. Does the educational institution consider the results of institutional evaluations, national standardised exams (if applicable), and the certification of key competencies for self-assessment of the effectiveness of the training programmes? **If no:**
 - (a) Why not? (e.g., there is no requirement for institutional self-evaluation, or the institutional evaluation is entrusted to external entities) **If yes:**

- (b) Does it follow the framework of a national evaluation system?
- (c) Does it follow standardised references (e.g., quality certification)?
- (d) Does it have self-defined and self-managed protocols?
- (e) Does it define improvement objectives related to improvement plans and reporting?

25 Employability*

General description:

“Employability” is the applicability or ability for employment, and describes the ability to acquire the skills required by changing labour market needs. Furthermore, it represents the willingness to consistently acquire the skills and competences required in the labour market.

Often, the terms "continuing education" or "lifelong learning" are also used in this context, but employability cannot be obtained exclusively through professional development and training. Employability is not only about flexibility, which is taken for granted, but also key social skills such as ability to work in a team, communication skills and entrepreneurial thinking that allows a person to remain employable in the labour market. For employability not only demands special knowledge, but especially the ability to adapt to new situations, solve problems and take over the responsibility.

In the meantime, particularly larger companies are improving the employability of their employees and offer various workshops to their employees so that they could remain competitive.

The topic of employability is also increasingly addressed in education and employment policy at EU level. For example, the Copenhagen Declaration refers to high-quality vocational training, including the goal of employability.

For this reason, the promotion of employability is a quality feature in the integration of refugees. The quality of employability promotion is determined by the following features, among others:

- Strong connection between VET programme and labour market needs,
- Educational concept to promote social skills, flexibility and adaptability.
- Measures of quantitative promotion, e.g., through the employment quota,
- Measures of qualitative promotion e.g., through matching between vocational training and employment.
- Tracking measures through the short-term employment rate immediately after completion of the VET programme.
- Measures to track the long-term employment rate a few years after the completion of the VET programme.

Employability could play a key role in the school-to-work transition of refugee students and thus contribute significantly to their further integration into the labour market and society.

Relevance for target group of evaluators:

The evaluator should consider the following main objectives of this indicator in the evaluation:

- Clear relevance of the training content to the needs of the labour market.
- Promotion of social skills, flexibility, adaptability.
- High transition rate from training to employment.
- High matching rate between training and employment.

Implementation (with examples):

It is good to know what could serve as evidence of structural implementations that support the acquisition of employability skills and the further integration of the refugees in the labour market and where can it be found?

In a further step, the following indices of employability could be considered:	The evaluator could find the evidence in the following documents and situations:
<ul style="list-style-type: none"> ▪ Data on the sum of the refugees, which have obtained a successful employment after the participation to a particular vocational training. 	<ul style="list-style-type: none"> ▪ Documents provided by the school.
<ul style="list-style-type: none"> ▪ Successful match between VET programme and employment. 	<ul style="list-style-type: none"> ▪ Match between the specific vocational training the refugee obtained and the actual sector of employment. E.g., a vocational training as a carpenter and a job as a cashier is not successful employment.
<ul style="list-style-type: none"> ▪ Data on the long-term employability of the refugee students. 	<ul style="list-style-type: none"> ▪ Documents on the further courses taken by the students provided by the school.
<ul style="list-style-type: none"> ▪ Students' performance of employability skills. 	<ul style="list-style-type: none"> ▪ Supervising and accompanying alumni of the training.
<ul style="list-style-type: none"> ▪ Activities during the VET programme, to promote employability. 	<ul style="list-style-type: none"> ▪ Providing internships. ▪ Job fair. ▪ Network between the VET provider and companies.

Guiding questions for the evaluator:

- How many participants get a job directly after and especially as a result of the training?
 - Is this employment in the same sector as learnt in the training?
 - Is the employment in another, but similar related sector with similar competences?
- How long is a participant employable in the labour market?
 - Is this employment in the same sector as learnt in the training?
 - Is the employment in another, but similar related sector?
 - How many and which courses have been visited after the VET training?

26 Bildung, Empowerment and the Feeling of Being an Active Member of Society*

General description:

The German term “Bildung” is not easily translated into the English language, it means more than just “education” and implies the cultivation of a profound intellectual culture and “self-cultivation”. It can be seen as problematic that there is a trend towards instrumentalism in modern education and pedagogics, where knowledge and subjects are only looked at as tools or means for reaching some goal or end. The concept of Bildung – as being different to education – provides a more holistic view, where apart from technical and theoretical knowledge, “practical” wisdom should be generated. The concept is often used to criticise instrumentalist ways of creating “useful” knowledge. Bildung is a continuous process without an objective or end. This also means that the concept is not easy to define, implemented or measured. It can be seen as the empowerment of absorbing the culture, not being adapted, people are cultured to be an active part of society, not adapted to accept all existing boundaries.

Empowerment can therefore be understood as a multidimensional social process that supports young refugees in gaining control over their own lives. Empowerment also includes the ability to implement what they have learned to be able to act both for themselves as individuals and for society. Empowerment in connection to “Bildung” should enable students to be critically thinking individuals who find their own place in society and actively create their life as well as the society they live in. Especially for oppressed groups – and refugees can be counted as such for various reasons – empowerment through education and training is an important concern. Through empowerment, refugees should present themselves as active subjects, it is associated with self-help, participation and involvement. One way how education and training can

empower refugees is by “giving them a voice” through language learning. The goal is a deserving, active identity, in contrast to demanding and dependent refugees. Being employable after a VET measure can provide a strong feeling of empowerment. The socialising process of Bildung, where people are not adapted but being cultured, is relevant in the discussion of integration and inclusion, also through VET. It should lead to refugees not being assimilated into an existing frame, but being co-creating, critically thinking, self-helping, independent individuals. When evaluating an educational institution that trains young refugees, attention should therefore be paid to whether, in addition to subject-specific content, learning content that is both relevant to the real world and interdisciplinary, is also taught.

Relevance for target group of evaluators:

To empower young refugees, the learning content of educational measures should be adapted to the real-life world and support learners in being able to act on their own responsibility outside the educational institution. Within the framework of the evaluation, special attention should therefore be paid to ensuring that the education of refugees includes the following points:

- Refugees are supported and encouraged to be independent and self-helping.
- Not everything is done for them, they are encouraged to do things for themselves.
- They do get language training as far as needed, included in the VET training.
- The training has a good chance of leading to a job, which leads to financial independence (empowerment?).
- The measure is “socially accepted”, so participants feel they are contributing to their own professional life and to finding their place in society.
- It is not only a temporary measure to “keep them busy” or a mandatory measure by the government, but they are also actually educated, taught, and get Bildung.
- Refugees are holistically supported as individuals, not only trained for a purpose.
- The focus is on the individual person and what he /she wants to learn and achieve, not on what the labour market or certain companies want or need.

Implementation (with examples):

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Intra-school support systems.	<ul style="list-style-type: none"> ▪ Student Profile. ▪ In-school counselling services for refugees.

	<ul style="list-style-type: none"> ▪ Social pedagogues. ▪ Other in-school counselling services. ▪ Buddy programmes.
Support systems outside the school.	<ul style="list-style-type: none"> ▪ Collaboration with NGOs. ▪ Programme information. ▪ Survey among school board.
Offer lessons that are close to life (e.g., excursions, company visits, training firm etc.).	<ul style="list-style-type: none"> ▪ Surveys among Teachers, students and school board as appropriate. ▪ Curriculum with Focus on Learning Outcomes.
Focus on individual resources, strengths, interests, goals and abilities of the students.	<ul style="list-style-type: none"> ▪ Curriculum and programme Information. ▪ Surveys among Teachers students and school board as appropriate.
Offer of (additional) language training.	<ul style="list-style-type: none"> ▪ Curriculum, programme information.

Guiding questions for the evaluator:

1. To what extent is the empowerment hampered by personal living conditions?
2. Is there language training included?
3. Are refugees encouraged to be independent, self-sufficient and self-organised, or are they “patronised”?
4. Is the VET measure most probably leading to a job or promising follow-up measure?
5. Is there the possibility to learn more than “just” training for a certain job or school? Do the refugees have the possibility to develop as individuals and members of society in general?
6. How is the “social recognition” of the measure?
7. Are refugees trained for a certain purpose (for the needs of a company, for shortages of occupation etc.)? Or is the focus on strengths, interests and goals of the individual person?
8. (How) are refugees supported to be active, co-creating members of society?
9. How are learning outcomes communicated?

27 Follow-up Courses*

General description:

When looking at what is happening after completion of an educational programme, employability as well as follow-up courses, internships, further education and the transfer of learning into the future is of interest. The question “what next” and the key words of lifelong learning are of relevance for initial VET as well as continuing VET. Many educational measures are not designed to lead directly to employment; internships may be necessary to guarantee employability, or courses may be more designed to prepare students for follow-up VET measures. In general, the destination of trainees (internship/ employment/ other educational measure) is a quality indicator. In any VET measure, it is important to predefine the “goals”, and then structure the course accordingly. The aims of a measure should always be clear to all parties involved, and an overview of different and individual follow-up-possibilities should be given to the students.

Refugees are in danger of having a less developed network due to having arrived in the host country recently, and they often lack accurate information about the educational system and possible follow up courses, thus they need support in terms of information about their post-course-possibilities even more than other VET students. The accessibility of continuing VET courses or other educational measures are an important indicator of quality and have a strong influence on the long-term employability of students. The evaluation should take into account the extent to which the educational institution can inform young refugees about follow-up courses and support them in integrating into the labour market.

Relevance for target group of evaluators:

Educational institutions that train young refugees should pay special attention to:

- That the definition of the objective of the educational measure is clear and understandable and that the young refugees are informed about the added value of participating in the measure.
- That it is predefined, whether its aim is to prepare for an employment directly after the measure, or for another follow-up course, or higher education etc.
- That the quality of the measure is also be assessed regarding this purpose, and whether it is achieved or not (directly after the course and one year later).
- To what extent the participants are supported in the process of finding the right follow-up measure or internship.

Implementation (with examples):

In a further step, the following indices could be considered:	Examples for possible material or documents of evidence:
Language-sensitive information options about the programme's process, design and objectives.	<ul style="list-style-type: none"> ▪ Programme Information, Curriculum.
Coordination of the structure and objectives of the action regarding possible follow-up programmes.	<ul style="list-style-type: none"> ▪ Survey among school board. ▪ in school counselling. ▪ programme Information. ▪ Curriculum.
Assessments of student retention after completion of the programme (i.e. after one year).	<ul style="list-style-type: none"> ▪ Internal school statistics. ▪ Cooperation with NGOs.
Offer information opportunities for follow-up programmes.	<ul style="list-style-type: none"> ▪ In-school counselling services for refugees.
Placement of internships and cooperation with companies.	<ul style="list-style-type: none"> ▪ Programme design. ▪ Survey among board.

Guiding questions for the evaluator:

1. What is the “destination,” aim, or goal of the VET measure, should students be in employment afterwards, or in a follow-up measure (e.g., internship, following educational measure)?
2. Is this aim clear to everyone involved?
3. Check: What do trainees do one year after the measure? Are they in any programme, or employment? Have the “goals” been achieved?
4. Is there any kind of consulting for students to know their individually different follow-up possibilities?
5. Depending on what the aim is: does the course design lead to an adequate follow-up measure? Is it designed in an appropriate way to fit the needs of follow-up measures?

IV LESSONS LEARNT

This chapter describes the most important findings from the individual members of the project -- Indicators for Good Vocational Training Practice for Refugees. This chapter can be understood as a written record and systematic collection, evaluation and consolidation of their experiences, developments, suggestions, mistakes and risks in the project. These lessons could be useful for future projects.

The chapter is structured by the experiences from each participating country:

- Lessons learned in Austria
- Lessons learned in Germany
- Lessons learned in Italy
- Lessons learned in Spain

LESSONS LEARNED IN AUSTRIA

VET in Austria plays an important role for a sustainable social and labour market integration of refugees. VET in Austria is primarily based on two pillars: on the one hand, dual apprenticeship training in companies and part-time vocational schools and, on the other hand, full-time school-based VET.

Refugees often face various access barriers to VET. Thus, only a small percentage of refugees are able to participate in vocational training. Institutional access restrictions such as a required language level, political and legal framework conditions such as the mandatory labour market check, which gives asylum seekers access to a sector only if there is a shortage of labour, as well as social and structural exclusion mechanisms prevent successful participation in VET measures, with a few exceptions. Before addressing the question of evaluating the quality of VET measures for refugees, it should be noted that actual access to VET in Austria is associated with many hurdles and is often not possible for a large part of this target group.

As already mentioned at the beginning, VET measures in Austria include not only apprenticeships. In addition to the dual training, full-time school-based VET takes an essential position in the Austrian education system at upper secondary level. Moreover, adult education, CVET and pre-vocational qualification measures also represent important VET programmes. This diversity of offers makes it almost impossible to draw up a generally valid quality assessment for all provisions. For this reason, the RecoVET project focuses on initial VET measures. Furthermore, there is a danger of homogenising the group of refugees. For external evaluators and quality auditors, it is elementary to understand that refugees themselves represent an extremely heterogeneous group with

different cultural, educational and economic backgrounds. The indicators already examined and considered essential for the evaluation of educational institutions, can therefore only represent a part of what is required for successful vocational education and training of refugees. A pure orientation towards quantitative benchmarks will not do justice to the heterogeneous needs of young refugees, and context-specific characteristics of refugees need to be taken into account. The quality of VET measures always depends on whether they meet the individual needs of the learners. The participation of learners as co-producers of education must also be taken into account. Vocational education and training for refugees must always be seen in a wider context, with many crucial success factors lying outside the direct sphere of influence of educational stakeholders. Nevertheless, training in intercultural competences and awareness-raising among pedagogical actors are essential. In addition to the stakeholders involved in VET, the experts responsible for quality assessment must inevitably be sensitised to the issue of refugee integration.

External evaluation of public VET schools in Austria is the responsibility of the Federal Ministry of Education, Science and Research (§ 5 BD-EG, § 227b BDG). Specially trained school evaluators analyse the quality of school and teaching processes with reference to the Quality Framework for Schools, which is the content-related basis for the Austria-wide quality management system for schools (QMS). The primary aim of school evaluation is to improve the quality of teaching and student learning. Using predefined, standardised methods (e.g., document analysis, interviews, surveys, lesson observations), the school evaluators examine the quality of the school and provide detailed evidence-based feedback to the school management.

To evaluate apprenticeship training and thus the company-based part of dual training, a state seal of quality is awarded to companies in Austria. Pursuant to §30a of the Vocational Training Act, the Federal Ministry of Labour and Economic Affairs certifies training companies that are excellent in apprenticeship training as “State Awarded Training Company”. Criteria for the award of the state seal of quality include a high level of dedication to teaching vocational skills and competences, success in apprenticeship leaving examinations as well as in provincial and national competitions, efforts in the area of career information, collaboration of the training company with relevant stakeholders, and offering internal and external CET programmes for apprentices and trainers. Efforts to train specific target groups are also taken into account. However, it is unclear whether and to what extent the special needs of young refugees are considered in the evaluation of the apprenticeship training companies.

Since established evaluation standards already exist for initial VET schools and apprenticeship training companies, the main challenge for successful implementation of quality indicators for refugees, and the tools developed in the RecoVET project, therefore lies in the adaptation of existing evaluation standards to the needs of refugees. Furthermore, through our dissemination activities, for example, at conferences for school managers, trainers, training companies, teachers, school

administrators and academics, we seek to raise awareness of the needs of refugees in VET, especially with regard to internal and external quality evaluation.

It must be borne in mind that the drop-out and non-participation of refugees in vocational training has many reasons: insecure personal life situations, threat of deportation, untreated trauma and psychological problems as well as insufficient German language skills and formal education. Many of these aspects are not within the direct sphere of influence of education providers and external school evaluators but must be taken into account in order to promote and support participation in and successful use of VET opportunities for refugees.

LESSONS LEARNED IN GERMANY

Due to the individual circumstances of the German evaluation system, the quality indicators can be used by the evaluators for quality improvement and development rather than for accountability and control. The indicators do not offer measurement values that have to be achieved, nor do they offer a scoring system. This is also not possible due to the different contexts in Europe. So, they can rather be seen as design and reflexion indicators and less as measurement indicators. That's why, when using the indicators, evaluators should pay attention to the function of the development and improvement possibilities and point out these development possibilities for the institute individually. In so doing, the evaluator should also take into account the available possibilities of the institutions.

Furthermore, it must be considered, that the indicators should be applied as complementary to the QM-approach of the federal lands. Since each state follows its own quality model, evaluators operate at the state or even regional level. The federal states work with quality frameworks and their own quality indicators. Many of the indicators from the different frameworks appear in all federal lands because they represent core areas of vocational schools and other VET providers. These indicators relate to similar areas of the VET institutions and overlap with RecoVET's indicators, for example, when setting the learning goal and content, or by the selection and evaluation of teaching methods. Thus, the perspective of RecoVET can be well integrated into the evaluation of the QM indicators of the federal states. Since the function of further development is pursued here, they also do not replace the indicators of the federal states, which pursue other functions such as justification and control; rather, they supplement them in an integrative manner.

Through the use of the indicators, the external view may indicate the structural discrimination of disadvantaged groups. Since the indicator framework of the federal states is standardised and aims to ensure equivalence, structural discrimination for disadvantaged persons can arise here. The RecoVET indicators can reveal this structural discrimination for the group of refugees. Since teachers can be blinded by their work, an outside view by evaluators can be particularly valuable.

The controllability of indicators varies depending on the type of education provider. Private educational institutions, companies and schools possess different possibilities and infrastructures. Therefore, the quality indicators must be selected or adapted for each type of institution. For the institutions to be able to improve quality themselves, the RecoVET indicators must be selected in such a way that they are also within the institutions' sphere of influence and can be changed or shaped by them. Here, for example, the governance restrictions for the schools must be taken into account. Evaluating quality indicators that cannot be changed by the institution leads to frustration.

Germany also has various laws designed to improve integration opportunities in the labour market. Providers, who want to carry out employment promotion measures funded by the federal labour office, must consider, that they need to be approved by a competent body. This approval as a provider is required if services are offered in six specialist areas, which include the vocational integration as well. The Accreditation and Approval Ordinance for Employment Promotion (AZAV) governs the accreditation and approval of providers of employment promotion measures. The AZAV specifies the requirements that educational institutions and other organisations must meet in order to receive government funding for continuing education measures. Moreover, there are various remedial classes in the German school system. In addition to IFK (Internationale Förderklassen), there are also preparatory classes at the beginning of the school year and reception classes during the school year. Furthermore, students can also participate in preparatory classes or vocational integration classes. Beyond that, there are special welcome classes for Ukrainian students, designed to improve their chances of integration into the German labour market.

There is a potential to use the quality indicators and the toolbox of RecoVET to evaluate the VET programmes of private training providers accredited by AZAV and the ones implemented by the VET schools.

LESSONS LEARNED IN ITALY

The Italian situation is characterised by a relatively low presence of refugees compared to the total foreign population in the country. For this reason, inclusion measures, including training projects, often do not specifically focus on refugees but rather consider the broader range of migrants and foreigners in general.

The process of integrating refugees into the national territory also involves enhancing their existing skills and acquiring new ones, through vocational training programmes that enable their full social recognition and integration into the society and the labour market. In this context, Italy offers a wide variety of opportunities, organised by both public institutions and private entities (associations, organisations, etc.), specifically targeting foreign students or open to the entire population. However, there is a weak coordination between institutions regarding the various

integration measures offered, which often undermines their effectiveness, especially in the long term.

In this context, the evaluation processes of the quality of training initiatives play a crucial role in ensuring effective education. In the Italian education system, this evaluation is carried out by the National Evaluation System (SNV – Sistema Nazionale di Valutazione), which assesses the efficiency and effectiveness of educational institutions as well as school management. The evaluation process of educational institutions, identified by D.P.R. 80/2013 (Decree of the President of the Republic) consists of four distinct phases within a three-year cycle:

1. Self-evaluation of educational institutions based on data analysis provided by INVALSI (National Institute for the Evaluation of the Education and Training System, the entity responsible for data collection). The data includes educational outcomes (including standardised tests) and various processes. The data is reported for individual schools, territorial contexts (provincial and regional), macro areas, and the entire nation. The school prepares a self-evaluation report (RAV) following a predefined framework provided by the system and defines priority improvement objectives.
2. External evaluation.
3. Three-year improvement actions referring to priority objectives.
4. Social reporting at the end of the three-year cycle on the implemented improvements and the effectiveness of the actions taken.

This process represents a strategic resource to guide educational and training policies towards the cultural, economic, and social growth of the country and to promote the full implementation of school autonomy.

At a general level, vocational education and training in Italy are based on two main tracks: the state sector, which consists of a 5-year programme within professional institutes (IP - Istituti Professionali), and the regional sector (IeFP - education and vocational training), which provides 3-year qualifications with the possibility of an additional fourth year (professional diploma). In addition to these paths dedicated to young students, there are educational institutions offering specific educational programmes for adults. These include CPIA (Provincial Centres for Adult Education), which provide highly personalised paths for acquiring different levels of education. CPIA courses are predominantly attended by foreigners. Adult education for obtaining higher-level diplomas (high school, technical, or vocational) takes place in evening classes organised by secondary schools to accommodate working individuals.

All the paths mentioned are subject to the National Evaluation System. State schools refer entirely to the National Evaluation System, while regional programmes are subject to self-evaluation and RAV, including the analysis of learning outcomes through INVALSI tests. CPIAs do not administer INVALSI tests and have specific areas of educational outcomes defined.

In addition to the paths within the national school system, private agencies and associations can provide professional training courses that must be accredited by the regional authorities. These courses are not evaluated by the National Evaluation System but are monitored by regional institutions. Alongside the ministerial evaluation, educational institutions can also seek ISO certification (although not mandatory) by turning to private certification centres.

Given the complexity of the Italian education system and the lack of coordination between different institutions, it is important to raise awareness for the social and occupational inclusion of refugees. In particular, considering the absence of specific indicators dedicated to refugees, the creation of new tools can contribute to a focus on the needs of this target group, including the implementation of specific indicators. Furthermore, these indicators can be utilised by all educational institutions not subject to the National Evaluation System to improve their offerings and increase initiatives specifically targeting refugee students.

In the Italian context, all the tools developed by the project (the manual, the online training tool and the toolbox) can become a valuable reference for educational institutions in terms of self-evaluation and strategic design of inclusion processes, with a view to reducing the dropout rate among foreign students and enhancing the effectiveness of education. Additionally, the tools provided can increase the awareness of educational institutions regarding external evaluation processes, making the improvement actions taken more effective and focused on the specific needs of refugee students.

Operationally, the indicators developed can be implemented during both the initial phase of the evaluation process (self-evaluation by schools) and the external evaluation phase, providing evaluators with tools to assess the quality of educational initiatives for refugee inclusion. It is essential to provide specific tools to support evaluators during their activities, especially during document analysis and visits to educational institutions. In this regard, the set of tools provided by the project can be of great importance, particularly for schools that accommodate a large number of foreign students, and institutions that admit a smaller number of refugee students, to increase awareness and effectiveness of inclusion processes.

Overall, implementing the RecoVET project can lead to a stronger focus on the specific needs of refugees within the vocational education and training sector, both in school-age and adult education.

LESSONS LEARNED IN SPAIN

In Spain's educational system, historical factors have led to a lack of emphasis on evaluation. The responsibility for evaluation has primarily been placed on a centralised inspection service, which focused on bureaucratic requirements and limited opportunities for transformation and innovation.

In the past 20 to 30 years, the increase in international evaluations and comparisons among educational systems has led to more external evaluations in Spain. However, these evaluations have mainly focused on the overall education system rather than individual schools. Evaluation of schools has expanded as there has been an increase in the private offer of education, which has been much larger within academic secondary education (referring to non-vocational secondary education) rather than at the vocational post-compulsory level. Some public schools have also adopted this approach to attract students and secure funding. The importance of gaining prestige is heightened in vocational education and training, which receives funding from multiple administrations. European Union funds have further encouraged the adoption of quality evaluation procedures.

In Vocational Education and Training (VET), there is a significant number of public schools compared to private ones, indicating a lack of effort in seeking external evaluation and accreditation. However, the increased demand for vocational education and the integration of three parallel subsystems (formal vocational education, non-formal initial vocational training and continuing vocational training) have generated interest in evaluation. National Reference VET Schools (Centros de Referencia Nacional) and Integrated VET Schools (Centros Integrados de Formación Profesional), recognised as exceptional institutions, prioritise external evaluation procedures.

When the quality evaluation is present in VET, it often focuses on excellence and competitiveness rather than inclusivity, which is traditionally associated more with compulsory education. Inclusion is commonly seen as related to disability rather than broader social dimensions of exclusion and vulnerability. Migration origin is typically the primary factor highlighted, including issues such as unaccompanied minors, young offenders, youth in rural areas, ethnic minorities, and economically disadvantaged conditions. However, the focus remains on migration rather than specifically on refugees, due to the low number of asylum and refugee statuses granted by Spanish authorities.

Furthermore, VET has been positioned as the preferred option for students of migrant origin in policy documents, potentially leading to segregation instead of inclusion. The division between formal vocational education and non-formal vocational training further contributes to potential divisions or segregation. However, recent efforts towards mutual recognition are increasing.

The limited development of quality evaluation in Spanish schools presents an opportunity to explore new quality procedures without the need to conform to existing ones. This avoids the challenges of integrating indicators into established evaluation systems. Introducing new procedures would likely increase awareness among school staff and educational administrators, who can be more difficult to engage and are often influenced by changing political ideologies. Additionally, Spain's school-based vocational education system, which relies on stakeholders and social partners to define qualifications and curricula, provides opportunities to raise awareness among these stakeholders. This can have a greater impact beyond the schools themselves. Chambers of Commerce, for example, play a key role in connecting the vocational system with companies and have been

instrumental in promoting work-based learning and trainer training. In recent years, they have also supported the development of the Spanish dual vocational education model, which offers extended periods of work-based learning to privileged students. Spanish vocational schools face the challenge of multiple evaluations and controls. They are subject to inspections with bureaucratic requirements, external evaluations that provide quality ratings affecting various aspects of the school, and private funding sources that impose their evaluation procedures. Schools must adapt to these different evaluation processes if they wish to access such funding.

There are several potential VET areas within the Spanish education system where RecoVET quality indicators could be considered. Firstly, the Spanish Association of Second Chance Schools, established in 2016, has developed its quality accreditation system. This system uses external evaluation and self-evaluation reports based on a matrix with five principles and multiple evaluation indicators. So far, this system has recognised 46 second chance schools in 10 different regions and has gained recognition from authorities.

Secondly, Spain has the potential to adapt and use the EQAVET reference, which may be more challenging for countries with well-established systems. The Canary Agency, the first Spanish agency to consider vocational education, is already working towards this direction and integrating vocational education as a responsibility of universities.

A third potential lies in addressing specific sectors in the country with high rates of vacancies and migrant workers. Sectoral vocational qualifications can benefit from evaluations that increase their visibility, productivity, competitiveness, and promote inclusion and sustainability.

Lastly, the private textbook publishing industry has a significant impact on the education system. Major international publishers have found a business niche in vocational qualifications, shaping what happens in the classroom using curricular materials across qualifications and levels.

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