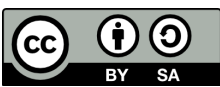




Toolbox

Erasmus+ Project:

Recognition of Good VET Practice for Refugees



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CONTENT

| | |
|--|------------|
| 1. Input Indicators | 4 |
| 1.1 <i>Institutions</i> | 4 |
| 1.1.1. Learning Goals and Content | 4 |
| 1.1.2. Support System and Coordination..... | 9 |
| 1.2 <i>Teachers and Trainers</i> | 20 |
| 1.2.1. Special Training for Trainers * | 20 |
| 1.2.2. Joint preparation of all teachers* | 27 |
| 1.3 <i>Learners</i> | 36 |
| 1.3.1. Access and Entrance Requirements | 36 |
| 1.3.2. Individual Demands | 42 |
| 1.3.3. Class Composition*..... | 49 |
| 1.3.4. Contact with learners | 53 |
| 1.4 <i>Interactions with the Environment</i> | 63 |
| 1.4.1. Sustainable Demand for Training Programmes..... | 63 |
| 1.4.2. Cooperation between Schools and Workplaces* | 67 |
| 1.4.3. Validation and Recognition of Learning and Certifications* | 74 |
| 2. Process Indicators..... | 83 |
| 2.1 <i>Institutions: Finance and Funding</i> | 83 |
| 2.2 <i>Teachers and Trainers</i> | 92 |
| 2.2.1. Selecting Teaching Methods..... | 92 |
| 2.2.2. Transfer Orientation* | 99 |
| 2.2.3. Formative and Summative Feedback* | 112 |
| 2.3 <i>Learners</i> | 119 |
| 2.3.1. Learning Language and Culture | 119 |
| 2.3.2. Classroom Situation* | 128 |
| 2.4 <i>Interactions with the Environment</i> | 136 |
| 2.4.1. Target Group Oriented towards the Mass Media and Social Media | 136 |
| 2.4.2. Matching of Governmental and Refugees' Goals* | 146 |
| 3. Output Indicators..... | 155 |
| 3.1 <i>Teachers and Trainers</i> | 155 |
| 3.1.1. Assessment of Learning Progress | 155 |
| 3.1.2. Evaluation of Teaching Methods | 164 |
| 3.2 <i>Learners: Absences and Dropout Rate</i> | 168 |
| 2.2. <i>Interactions with the Environment</i> | 179 |
| 2.2.1. Certifications and Their Recognition in the Labour Market | 179 |
| 2.2.2. Measurement of the Attainment of Learning Objectives* | 189 |
| 2.2.3. Employability* | 197 |



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|-------|--|-----|
| 2.2.4 | Bildung, Empowerment and the Feeling of Being an Active Member of Society* | 202 |
| 2.2.5 | Follow-up Courses* | 215 |

1. INPUT INDICATORS

1.1 INSTITUTIONS

1.1.1. Learning Goals and Content

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

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

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 of refugees. Adding specific learning aims, such as certain country-specific contents to vocational training curricula, can help appropriately address the target group.

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.

Possible sources for the evidences

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

| In a further step, the following indices could be considered: | The evaluator could find the evidence in the following documents and materials: |
|--|---|
| 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 ▪ Documents provided by the Ministry of Education and the Federal Office for Migration and Refugees |

| | |
|--|--|
| <p>Training programme with flexibilization possibilities e.g. subdivided into mandatory and elective courses; defined as a sequence of learning blocks; contains modules, which could be chosen freely</p> | <ul style="list-style-type: none"> ▪ A written curriculum ▪ Overview of modular learning contents |
| <p>Evidence that a training provider react flexibly to change of policies and political decisions</p> | <ul style="list-style-type: none"> ▪ Minutes of the stakeholder exchange ▪ Adapted written curriculums |
| <p>Commitment of the stakeholders respective to the learning content and goals</p> | <ul style="list-style-type: none"> ▪ Minutes of the stakeholder exchange or questionnaire of stakeholders |
| <p>A normative document that describes the learning content and goals (that sets the framework for planning learning experiences)</p> | <ul style="list-style-type: none"> ▪ Documents provided by the VET institutions |
| <p>adding more additional sources</p> | |

Guiding questions for the evaluator

| |
|--|
| <p>1. Is there enough individualisation for the target group?</p> |
| <p>Notes:</p> |
| <p>2. To which extent are the learning contents individualised for the target group?</p> |
| <p>Notes:</p> |

3. Are the legal frame conditions aligning with the learning content?

Notes:

4. Which barriers or problems could be observed?

Notes:

5. If different stakeholders are involved, who determines the content and objectives?

Notes:

6. Does the training content react to the new requirements of the labour market?

Notes:

7. How are different individual interests or strengths taken into account in the training?

Notes:

8. Are possibilities considered in the design of learning content and goals?

Notes:

9. Which adaptability is possible (duration, content, recognition...)?

Notes:

10. What are the advantages of the flexibilization of the curriculum?

Notes:

11. Why it is important to oversight the learning goals and content?

Notes

Evaluators own questions

Notes

Evaluators own questions

Notes

General comments for the school

1.1.2. Support System and Coordination

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

A good support system and a strong social network around the individual refugee are 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 temporariness and insecurity. Refugees are an extremely heterogeneous 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. The aim of creating a network of contact persons is to prevent problems relating to other dimensions of the life of the refugees impede their educational progression. It is thereby 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 'victimized' and that the focus of all support is on their strengths and what is possible.

Possible sources for the evidence

It is good to know what could serve as evidence of structural implementations that support the possibility to get access to the program.

| | |
|---|---|
| <p>In a further step, the following requirements are the most common to ensure that students with refugee backgrounds are adequately supported in every way:</p> | <p>The evaluator could find the evidence in the following documents and tests:</p> |
| <p>Information about support systems outside the school</p> | <ul style="list-style-type: none"> ▪ Program information ▪ Curriculum ▪ Surveys among school board |

| | |
|---|--|
| <p>Information about Intra-school support systems</p> | <ul style="list-style-type: none"> ▪ Admission support ▪ Student profile ▪ In-school counselling services for refugees ▪ Social pedagogues ▪ Other in-school counselling services ▪ Buddy programs |
| <p>adding more additional sources</p> | |

Document analysis: Does the school/organisation have intervention and/or strategies in place to provide a functioning support system and coordination?

NO

YES:

| Which interventions and/or strategies are offered to create a functioning support system? (e.g. In-school counselling services, Internal guidelines to ensure inclusion, Flexible prevention and support system as well as coordination to make people feel supported and safe, etc.) | How is the intervention/strategy checked? (e.g. internal by testing, external by certificate) | How is the intervention/strategy documented? |
|---|---|--|
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|--|---|--------------------------------|
| In-school counselling services | <ul style="list-style-type: none"> ▪ Social pedagogues ▪ Social workers | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Positive school or workplace culture | <ul style="list-style-type: none"> ▪ Survey of pupils, teachers and training institutions with which the measure cooperates ▪ A welcoming environment free of discrimination or racism – 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 program/curriculum and sensitivity to global events that impact refugee youth | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Flexible prevention and creation of a functioning support system | <ul style="list-style-type: none"> ▪ Evaluating students' individual needs and assess what type of support is most suitable (student files) ▪ Access contact person to provide stable environment and support | Strength of the VET Programme: |

| | | |
|--|---|--------------------------------|
| | <ul style="list-style-type: none"> ▪ Access possibilities to increase support | Weakness of the VET Programme: |
| 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 | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Sufficient language training to reduce linguistic barriers and to enable social inclusion | <ul style="list-style-type: none"> ▪ Programme information ▪ Access communication between the contact person and the refugee in order to evaluate the quality of support in that regard | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |

| | | |
|--|---|---------------------------------------|
| <p>Appropriate entrance requirements for attending the programme</p> | <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 | <p>Strength of the VET Programme:</p> |
| <p>Appropriate information about the national VET system and potential possibilities of VET programmes</p> | <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 | <p>Weakness of the VET Programme:</p> |
| | | <p>Strength of the VET Programme:</p> |
| | | <p>Weakness of the VET Programme:</p> |

1.2 TEACHERS AND TRAINERS

1.2.1. Special Training for Trainers *

Please note that each instrument needs to be individualised for specific context conditions.

Brief description of the indicator

Teachers dealing with students of different origins and cultural backgrounds often face problems in handling cultural diversity and feel ill-prepared for teaching diverse classes.

Therefore, it is necessary for teachers to develop intercultural competencies, i.e. to acquire skills that help them to act appropriately in intercultural contexts. That's the reason why teachers need professional development through formal training on diversity, intercultural pedagogy and language training. Through intercultural training VET staff, teachers and trainers should gain an understanding of ethnic diversity and develop a perspective, which takes the learners' cultural background into account and views intercultural groups as an opportunity for learning and not as an obstacle.

Furthermore, it is their goal to ensure social inclusion and focus on the improvement of the learners' intercultural sensitivity, since it is one of the core competences in the 21st century and enables communication and cooperation between people from different cultural backgrounds.

Possible sources for the evidence

It is good to know what could serve as evidence whether the educational institution offers special training opportunities for teachers.

| In a further step, the following requirements are the most common in vocational projects: | The evaluator could find the evidence in the following documents and tests: |
|---|--|
| Structural framework (e.g., time off for intercultural training, inclusive teaching-learning models, internet databases on intercultural issues, ...) | <ul style="list-style-type: none"> ▪ Training and development programme for teachers at the educational institution ▪ Information material about the programme ▪ Surveys among teachers |
| Content of initial vocational training for VET teachers and in-service training programs for VET teachers and trainers to acquire and improve intercultural competences | |

| | |
|--|--|
| <p>Specific strategies to promote the social inclusion of refugee students and the acquisition of skills for better integration of refugee students e.g., cultural sensitivity, supervision, accompanied experiences, reflection</p> | |
| <p>adding more additional sources</p> | |

Evaluation questions for a complemented interview with representatives of the VET institution:

| Does the school/organisation have arrangements and/or strategies in place to promote special training for trainers? | Examples for possible material or documents of evidence | Present? |
|--|--|---|
| Does initial professional development for VET teachers and trainers include any specific strategies to support integration for refugee students? | <i>Information material about the programme, survey among teachers, training and development programme for teachers at the educational institution</i> | <input type="checkbox"/> YES <ul style="list-style-type: none"> ▪ If yes, which one and to what extent? ▪ If yes, which competencies do VET teachers and trainers gain through initial professional development to better facilitate integration for refugee students? <input type="checkbox"/> NO |

| | | |
|--|---|---|
| <p>Are there any continuous training programmes for VET teachers and trainers to gain and improve intercultural competences?</p> | <p><i>Mission Statement, training and development programme for teachers at the educational institution</i></p> | <p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> ▪ If yes, what specific topics are included in these trainings (e.g., cultural sensitivity, supervision, accompanied experiences, reflection, ...)? ▪ If yes, to what extent (hours) are these trainings offered? ▪ If yes, are these trainings attended by trainers or teachers of the organization or school? |
|--|---|---|

| | | |
|---|--|---|
| | | <ul style="list-style-type: none"> ▪ If yes, according to which criteria is a certain training program chosen by trainers or teachers? <p><input type="checkbox"/> NO</p> |
| <p>Are arrangements and/or strategies implemented in the school/organisation to support teachers and trainers to better facilitate the integration of refugee students?</p> | <p><i>Survey among teachers, Internal and external training and support opportunities of the educational institution</i></p> | <p><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> ▪ If yes, which one (e.g., exemptions for continuous intercultural training, integrative teaching-learning models, Internet data banks about intercultural issues, ...) |

| | | |
|--|--|-----------------------------|
| | | <input type="checkbox"/> NO |
|--|--|-----------------------------|

Evaluators reflection on the degree of quality of the indicator in the institution/programme:

Does the school/organisation offers special training opportunities for teachers to support teachers and trainers to better facilitate the integration of refugee students?

| Interventions and/or strategies in place to reduce refugee absenteeism and dropout rates: | Examples, possible material or documents of evidence: | Reflection on the degree of quality of the indicator in the institution/programme: |
|---|--|--|
| Initial professional development for VET teachers and trainers which includes specific strategies to support integration for refugee students | <p>Possible topics:</p> <ul style="list-style-type: none"> ▪ Cultural sensitivity ▪ Supervision ▪ Accompanied experiences ▪ Reflection ▪ ... <p>Possible source of evidence:</p> <ul style="list-style-type: none"> ▪ Information material about the programme | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |

| | | |
|---|---|--------------------------------|
| | <ul style="list-style-type: none"> ▪ Survey among teachers ▪ Training and development programme for teachers at the educational institution | |
| Continuous training programmes for VET teachers and trainers to gain and improve intercultural competences | <p>Possible topics:</p> <ul style="list-style-type: none"> ▪ Cultural sensitivity ▪ Supervision ▪ Accompanied experiences ▪ Reflection ▪ ... <p>Possible source of evidence:</p> <ul style="list-style-type: none"> ▪ Information material about the programme ▪ Survey among teachers ▪ Training and development programme for teachers at the educational institution | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Arrangements and/or strategies implemented in the school/organisation to support teachers and trainers to better facilitate the integration of refugee students | <ul style="list-style-type: none"> ▪ Exemptions for continuous intercultural training ▪ Integrative teaching-learning models ▪ Internet data banks about intercultural issues | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |

1.2.2. Joint preparation of all teachers*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

VET courses for refugees require teachers ready to face the challenges associated with multicultural learning environments. Such challenges are related to not only learning difficulties and various backgrounds but most often to cultural issues. Indeed, cultural differences can lead to conflicts, and managers and teachers have to 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.

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 solid advice on how to manage the class and classroom interactions

It is important for an evaluator to see if the VET institution implements the following strategies:

- Focus on training teachers in multicultural competencies
- Initiatives/projects for in-depth exploration of specific topics related to the inclusion of foreigners in the school
- Collaboration with associations and organizations 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 personalized planning and monitoring of learning and inclusion processes
- Emphasis on developing students' socio-emotional skills and dimensions of collaborative learning

Possible sources for the evidences

| Relevance Indicator | Where to find it |
|--|--|
| Focus on training teachers in multicultural competencies | <p>Document analysis</p> <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 VET institution | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Documents provided by the VET institution <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Interviews with VET manager and VET management on: <ul style="list-style-type: none"> - Training events and involvement of associations or organizations - Collaboration with foreign communities - Strategies for the engagement of the refugees' families - Focus on multiculturalism |
| Collaboration with associations and organizations operating in the field of inclusion | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Documents provided by the VET institution <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Interviews with VET manager and VET management on: <ul style="list-style-type: none"> - Training events and involvement of associations or organizations - Collaboration with foreign communities - Strategies for the engagement of the refugees' families - Focus on multiculturalism |

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

Evaluation questions for document analysis

The VET institution invests in the development of teachers' professional competences in relation to inclusion, the multicultural dimension and citizenship competences, which are essential components of the institutions' educational vision. The VET institution develops middle management competences to support teachers' planning and activity in the classroom. The VET institution also takes care of collaboration between teachers and external experts to supplement the staff's competences with specific contributions.

1. Insufficiently
2. Sufficiently
3. Adequately
4. Very much

The following scoring method is only a suggestion. The scales and marks can be changed by the evaluator.

| Insufficiently | Sufficiently | Adequately | Very much |
|---|---|--|--|
| <ul style="list-style-type: none"> ▪ The VET institution facilitates professional skills training for teachers who request it ▪ The VET institution encourages teachers to innovate in teaching and classroom management practices but does not activate targeted accompaniment paths ▪ The VET institution defines middle management roles related to inclusion processes ▪ The VET institution leaves it up | <ul style="list-style-type: none"> ▪ The VET institution organises training activities for teachers' professional skills in a general form and not adequately contextualised with respect to the training needs of classes and teachers ▪ The VET institution enhances existing competences related to innovation but does not activate peer collaboration processes ▪ The VET institution defines | <ul style="list-style-type: none"> ▪ The VET institution has a teachers' skills training plan specific to the issues of inclusion, the multicultural dimension and citizenship skills but not related to the detection of training needs of classes and teachers ▪ The VET institution enhances teachers' competences towards innovation in teaching and classroom management practices and promotes collaboration | <ul style="list-style-type: none"> ▪ The VET institution invests in the development of teachers' professional skills in relation to inclusion, the multicultural dimension and citizenship competences, with training courses that are contextualised with respect to the specific situation of classes and teachers' training needs ▪ The VET institution supports the motivation of teachers towards innovation in |

| | | | |
|--|--|---|--|
| <p>to teachers to consult external experts for the management of multiculturalism projects</p> | <p>middle management roles to support the planning and activity of classroom teachers and organises their coordination</p> <ul style="list-style-type: none"> ▪ The VET institution seizes opportunities for collaboration with external experts to integrate teachers' multicultural competences | <p>among peers</p> <ul style="list-style-type: none"> ▪ The VET institution defines middle management roles to support the planning and activity of classroom teachers, organises their coordination and takes care of the development of their leadership skills ▪ The VET institution promotes collaborations with external experts to integrate teachers' multicultural competences and to have targeted support in projects | <p>teaching practices and classroom management, enhances the skills acquired by teachers and promotes collaboration among peers</p> <ul style="list-style-type: none"> ▪ The VET institution defines middle management roles to support teachers' planning and activity in the classroom, takes care of the development of their leadership skills and organises the monitoring and self-evaluation of coordination processes ▪ The VET institution promotes collaborations with external experts to integrate teachers' multicultural competences and have targeted support in projects and monitors the enrichment of teachers' skills and resources acquired by the VET institution |
|--|--|---|--|

Evaluation questions for complemented interview with representatives of the VET institution:

| |
|--|
| <p>Do you think that the VET institution adequately considers the need to develop teachers' professional skills in relation to educational objectives?</p> |
| <p>Notes:</p> |
| <p>Do you think the VET institution adequately considers the need to appoint and train middle management figures who specifically deal with the professional development of colleagues, their coordination and support</p> |
| <p>Notes:</p> |
| <p>Do you think the VET institution adequately considers the need to provide discussion and collaboration with external experts to supplement teachers' skills and provide them with opportunities for professional development in concrete contexts</p> |
| <p>Notes:</p> |

Do you think the VET institution adequately considers the need to support teachers' motivation for innovation, peer collaboration and a culture of self-evaluation?

Notes:

Evaluators own question

Notes:

Evaluators own questions

Notes

Evaluators reflection on the degree of quality of the indicator in the institution/program.

- Do the VET institution's teachers have sufficient competences to work in connection with the VET institution's educational objectives?
- Do the teachers at the VET institution demonstrate willingness to develop their professional skills and collaboration among peers?
- Do the teachers in the VET institution demonstrate willingness and ability to self-evaluate?
- Are there opportunities in the external context for teachers' professional development and collaboration with specific expertise?

| |
|--|
| Connection between training objectives and the development of teachers' competences |
| Strengths of the VET institution/VET programme: |
| Weakness of the VET institution/VET programme: |
| Middle management structures and peer collaboration with monitoring and self-assessment processes |
| Strengths of the VET institution/VET programme: |

Weakness of the VET institution/VET programme:

Integration of professional expertise also from outside

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

General comments for the VET institution

1.3 LEARNERS

1.3.1. Access and Entrance Requirements

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

For each type of education, there are certain requirements that must be fulfilled in order to gain access to it (e.g., general university entrance qualification as a prerequisite for study). Depending on the type of entrance requirements, (e.g., strict or less strict) the training providers should be aware of sufficient resources.

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

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

In addition, it is important to ensure that students are aware of the necessary entrance requirements before applying for a VET program. Clearly communicated requirements are the key factors in gaining access to 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.

Possible sources for the evidences

It is good to know what could serve an evidence of structural implementations that support the possibility to get an access to the program.

| In a further step the following requirements are the most common in vocational projects: | The evaluator could find the evidence in the following documents and tests: |
|---|--|
| Personal data (e.g. age, gender) | <ul style="list-style-type: none"> ▪ Documents provided by the school |
| Basic education (reading, writing, calculating etc.) | <ul style="list-style-type: none"> ▪ Entrance test |
| Previous specialised knowledge (vocational training or higher education) | <ul style="list-style-type: none"> ▪ Certificates ▪ Assessment to see the evidences of the prior knowledge |

| | |
|--------------------------------|--|
| Informal previous education | <ul style="list-style-type: none"> ▪ Self-evaluation sheet or questionnaire ▪ Curriculum Vitae |
| Language skills | <ul style="list-style-type: none"> ▪ Language certificates ▪ Entrance language test |
| adding more additional sources | |

Evaluation questions for document analysis

- Are there entrance requirements for VET programmes?
- No
- Yes

➤ If yes:

| Which requirement? (e.g. Personal data, basic education, previous specialised knowledge, informal previous education, Language skills) | How is the requirement checked? (e.g. internal by testing, external by certificate) | How is the requirement documented? |
|--|---|------------------------------------|
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Evaluation questions for complemented interview with representatives of the VET institution

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|---|
| Why are these requirements important for the VET programme especially for the refugees? Notes: |
| Is there a supportive structure to inform the refugee students about the necessary entrance requirements? Can you show me evidences for it? Notes: |
| What are the resources calculated, in order to deal with the costs caused of the examination of entrance requirements? Can you show me evidences for it? Notes: |
| What are the consequences of the entrance requirements for the resources of the institution? Can you show me evidences for it? Notes: |
| Evaluators own question Notes: |

| |
|--------------------------|
| |
| Evaluators own questions |
| Notes |

Evaluators reflection on the degree of quality of the indicator in the institution/program

| |
|---|
| <p>The evaluator should consider the following main objectives of this indicator in the evaluation:</p> <ul style="list-style-type: none"> - 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 |
|---|

| |
|---|
| Communicating access and admission requirements to the target group |
| Strengths of the VET institution/VET programme: |
| Weakness of the VET institution/VET programme: |
| Consideration of equality and diversity in the entrance requirements |
| Strengths of the VET institution/VET programme: |
| Weakness of the VET institution/VET programme: |

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| |
| Consideration of the prior formal knowledge of refugees in the entrance requirements |
| Strengths of the VET institution/VET programme: |
| Weakness of the VET institution/VET programme: |
| Consideration of the working experience of the refugees in the entrance requirements |
| Strengths of the VET institution/VET programme: |
| Weakness of the VET institution/VET programme: |

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| General comments for the school |
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1.3.2. Individual Demands

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

This indicator studies how much a student 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 create and improve positive bilateral synergy.

This indicator has two different dimensions:

- From VET staff point of view
- From refugee students' point of view

For an evaluator it is important to note if the VET institution improve all the instruments needed to understand refugees' needs and create a peaceful environment and mutual trust, and in particular:

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

Possible sources for the evidences

| In a further step, the following indices could be considered: | The evaluator could find the evidences in the following documents and situations: |
|---|---|
| From VET staff point of view | |
| Individualized first encounter | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Documents provided by the institution <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Interviews with teachers and managers |
| Teachers' and managers special training that allow them to understand refugees' condition and special needs | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Documents provided by the institution <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questionnaires to be filled by teachers and mangers |

| | |
|--|--|
| Peaceful environment | Interviews/questionnaires <ul style="list-style-type: none"> ▪ Interview with students and staff |
| From students' point of view | |
| Mutual trust | Interviews/questionnaires <ul style="list-style-type: none"> ▪ Interview with students |
| Clearness about the VET curriculum and the institution offer | Document analysis <ul style="list-style-type: none"> ▪ Documents provided by the VET institution Interviews/questionnaires <ul style="list-style-type: none"> ▪ Interview with students |
| Special tools to match students' special needs | Document analysis <ul style="list-style-type: none"> ▪ Documents provided by the VET institution Interviews/questionnaires <ul style="list-style-type: none"> ▪ Interview with students ▪ Interview with the mentor (if there is) |
| adding more additional sources | |

Evaluation questions for document analysis

The VET institution prepares professional skills, organisation and tools for the management of the first meeting. The VET institution provides adequate information to students so that they can approach the first meeting with sufficiently clear ideas and an attitude of confidence.

- 1 - Insufficiently
- 2 - Sufficiently
- 3 - Adequately
- 4 - Very much

The following scoring method is only a suggestion. The scales and marks can be changed by the evaluator.

| Insufficiently | Sufficiently | Adequately | Very much |
|---|---|---|---|
| <ul style="list-style-type: none"> ▪ The VET institution provides persons in charge of the first meeting, leaving the management to their initiative ▪ General information/leaflets are published on the VET institution website, with no possibility of further information before the meeting | <ul style="list-style-type: none"> ▪ The VET institution provides persons in charge of the first meeting with the definition of brief outlines for conducting the interview ▪ Specific information/leaflets are published on the VET institution website, with no possibility of further information before the meeting | <ul style="list-style-type: none"> ▪ The VET institution prepares professional skills to enable teachers to conduct the first meeting using prepared tools ▪ The VET institution has a digital space and publications in which information on training courses and enrolment procedures is available. It also has a service, by e-mail only, to provide further information to students | <ul style="list-style-type: none"> ▪ The VET institution sets up professional skills to enable teachers to interpret the applicant's training needs and expectations, organises the application procedures and preparation for the first meeting and sets up tools to manage the first meeting. ▪ The VET institution has a digital space and |

| | | | |
|--|--|--|---|
| | | | <p>publications in which information on training courses and enrolment procedures is available.</p> <ul style="list-style-type: none">▪ It also has a specific service, both by e-mail and in person, to provide targeted information to students in order to approach the first meeting with sufficiently clear ideas and an attitude of confidence. |
|--|--|--|---|

Evaluation questions for complemented interview with representatives of the VET institution:

Do you think that the VET institution adequately considers the need to create conditions of trust and collaboration during the first interview for the purpose of planning?

Notes:

Do you think the VET institution adequately monitors the functionality of the first reception and the relevance of the first interview for building mutual trust?

Notes:

Evaluators own question

Notes:

Evaluators own questions

Notes

Evaluators reflection on the degree of quality of the indicator in the institution/program.

- Are the teachers in charge of the first interview aware of its importance and competent to manage it?
- Does the VET institution have an adequate system of prior information and management of the interview?

Willingness of teachers to take charge of the first interview

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

VET institution's operational capacity in setting up procedures and tools

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

General comments for the VET institution

1.3.3. Class Composition*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

To reach out a reasonable composition of 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.

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 important that schools can 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 high 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 have to be considered.

Possible sources for the evidence

It is good to know what could serve evidence of structural implementations that support the fruitful composition of 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 | <ul style="list-style-type: none"> ▪ Documents that show the composition of class |
| Students' profiles to see possible different educational backgrounds | <ul style="list-style-type: none"> ▪ Documents and files provided by the school management |

| | |
|--|---|
| <p>Language & cultural background profiles that indicates the states of literacy e.g., primary illiteracy, secondary illiteracy or functional illiteracy</p> | <ul style="list-style-type: none"> ▪ Documents and files provided by the school management |
| <p>adding more sources</p> | |

3. Evaluation questions

| |
|---|
| <p>1. Does a concept exist for the composition of class? If yes, which learning goals are in the focus?</p> |
| <p>Notes:</p> |
| <p>2. Is the class more homogenous or more heterogeneous?</p> |
| <p>Notes:</p> |
| <p>3. Is there enough diversity in the class?</p> |
| <p>Notes:</p> |
| <p>4. Does it make sense to get more diversity into the class (depends on e.g., learning goals)?</p> |
| <p>Notes:</p> |

| |
|---|
| 5. Is the composition of the classes made in advance? Who is involved in the process? |
| Notes: |
| 6. Which kind of influencing factors are taken into account? |
| Notes |
| 7. What are the positive outcomes of the thoughtful class composition according to the teacher? |
| Notes |
| 8. What are the evidences of the class composition? Which documents could help to get the necessary information? |
| Notes |
| 9. Which challenges and risks are there when a class is heterogenic/diverse? Which additional resources does it take from the school to manage a heterogeneous class? |
| Notes |
| Evaluators own questions |
| Notes |

Evaluators own questions

Notes

General comments for the school

1.3.4. Contact with learners

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

This indicator measures the various modes of contact established between the educational institution and the students. Having a well-structured access process is essential not only for the students' subsequent educational journey but also for guiding them toward the educational choice that best suits their needs. The initial contact is particularly significant for refugees, as it is during the first encounter that there is an opportunity to assess whether specific interventions (psychological, social, economic) are needed to address the challenges that often accompany the situation of refugees.

This introductory process is organized before students begin their educational program and can have a more or less formal setting, with the goal of:

1. Ensuring that the candidate understands the objectives, educational content, organization, and requirements of the educational pathway to make an informed educational choice.
2. Ensuring that the educational pathway aligns with the candidate's expectations, interests, and skills background in relation to the level of difficulty, class composition, curriculum, and teaching strategies.
3. Establishing a mutual trust and engagement between the candidate and the educational institution's staff.

Therefore, it is crucial to evaluate the type of setting used and the information gathered during the initial meeting to assess whether it is suitable and effective in meeting the needs of refugee students. The introductory process can take various forms (often used simultaneously) depending on the institution's requirements:

- Individual interviews (with a formal or informal setting) with the student.
- VET institution open days.
- Trial lessons (or other methods that allow the candidate to directly experience the educational offerings and teaching methodology).
- Visits to VET institution facilities.

Possible sources for the evidences

It is good to know what could serve evidence of structural implementations that support the possibility to get an access to the program.

| In a further step the following requirements are the most common in vocational projects: | The evaluator could find the evidences in the following documents and tests: |
|--|---|
| Presence of a protocol for first contact and reception | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Presence of a specific document |
| Flexible and personalized management of the first contact protocol for the assessment of prior competencies and future expectations. | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Tools for the type of actions carried out for the first welcoming ▪ Assignments to teachers responsible for the reception phase ▪ Specific training for teachers <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Question directed at managers, teachers and students |
| Consideration of the specific characteristics and needs of refugee students. | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Specific tools for use during the first welcoming ▪ Specific guidelines for teachers involved in the first meeting ▪ Specific training for teachers <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| A peaceful and welcoming environment that can make the candidate feel comfortable | <p>On-site visit</p> <ul style="list-style-type: none"> ▪ direct observation |

| | |
|---|---|
| | <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions at students |
| Having an adequate number of properly trained human resources and the necessary tools | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Organizational chart ▪ Data on the teachers' skills profile <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at executives |
| Consistency between the outcomes of the initial contact and the creation of the individual educational plan | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Formats for individual training agreements with: <ul style="list-style-type: none"> - Guidelines for the use of data collected during the first meeting - Definition of personalized pathways ▪ Data processing system for reception and individual planning <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions addressed to executives and teachers |
| Taking charge, following the reception process and the definition of the individual educational plan, by the teaching team for educational planning | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Team teacher planning format ▪ Data processing on class composition and existing educational needs <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ - Questions addressed to executives and teachers |
| adding more additional sources | |

Evaluation questions for document analysis

The VET institution prefigures how to manage the first meeting with students, manages it effectively and uses the data collected for educational planning

- 1 - Insufficiently
- 2 - Sufficiently
- 3 - Adequately
- 4 - Very much

The following scoring method is only a suggestion. The scales and marks can be changed by the evaluator.

| Insufficiently | Sufficiently | Adequately | Very much |
|--|--|--|---|
| <ul style="list-style-type: none"> ▪ The VET institution lacks formats, settings, and guidelines for conducting the initial interview and is unable to use cultural mediators. ▪ The VET institution does not gather data on the effectiveness of the meeting. ▪ The VET institution leaves the management of collected data to the discretion of the teachers. | <ul style="list-style-type: none"> ▪ The VET institution has formats, settings, and guidelines for conducting the initial interview, but they are not specifically designed for the needs of refugees. It relies on available staff who are not specifically trained for the specific needs of refugees and must resort to external resources for cultural mediation. | <ul style="list-style-type: none"> ▪ The VET institution has formats, settings, and guidelines specifically designed for the needs of refugees in conducting the initial interview, but it does not have personnel specifically trained for this purpose. Instead, it relies on cultural mediators who collaborate consistently with the VET institution. | <ul style="list-style-type: none"> ▪ The VET institution has formats, settings, and guidelines specifically designed for the needs of refugees in conducting the initial interview. It assigns the interview to specially appointed and trained personnel who interact effectively with cultural mediators. ▪ The VET institution collects data on the effectiveness of |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> ▪ The VET institution informally collects information on the progress of the interview. ▪ The VET institution plans to use the collected data for class formation/placement of refugee students in classes and educational pathways but leaves it to the teachers' discretion for data-driven planning. | <ul style="list-style-type: none"> ▪ The VET institution collects data on the effectiveness of the interview in terms of the quantity of information gathered but does not gather data on the qualitative aspects of the trust relationship established between the institution and the student. ▪ The VET institution plans to use the collected data for: <ul style="list-style-type: none"> - Class formation/placement of refugee students in classes and educational pathways. - Instructional design, providing general guidance to classroom teachers for instructional planning. | <p>the interview in terms of both the quantity of information gathered and the trust relationship established between the institution and the student.</p> <ul style="list-style-type: none"> ▪ The VET institution plans to use the collected data for: <ul style="list-style-type: none"> - Class formation/placement of refugee students in classes and educational pathways. - Instructional design, providing specific guidance and instructions for classroom teachers, which also allows for monitoring of developments. |
|--|--|---|---|

Evaluation questions for complemented interview with representatives of the VET institution:

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| <p>Do you believe that the VET institution has adequate care in preparing and managing the first meeting? In case it is not adequate, what constraints or difficulties do you identify, and in which areas do you believe improvement should be made?</p> |
| <p>Notes:</p> |
| <p>Do you believe that the VET institution effectively uses the collected data for instructional planning? If not, is it due to a lack of planning tools, teacher training, or resource shortages?</p> |
| <p>Notes:</p> |
| <p>What level of complexity does the integration of refugees represent for your VET institution in terms of: many enrolment requests to consider simultaneously, mid-year enrolment requests, difficulties in class composition due to a wide variety of cases with special needs, lack of alignment with the enrolment needs, and resource shortages for cultural mediation?</p> |
| <p>Notes:</p> |

| |
|--------------------------|
| Evaluators own question |
| Notes: |
| Evaluators own questions |
| Notes |

Evaluators reflection on the degree of quality of the indicator in the institution/program.

- Does the VET institution have internal resources for improvement? What are they and how are they utilized?
- Does the VET institution need to increase external support for managing the initial interview (e.g., cultural mediators)?
- On which improvement priority should the VET institution focus?
- Is the VET institution part of a network of collaborations that provide support, assistance, consultation, etc.?

| |
|---|
| Preparation for the initial interview |
| Strengths of the VET institution/VET programme: |
| Weakness of the VET institution/VET programme: |
| Management of the interview |
| Strengths of the VET institution/VET programme: |
| Weakness of the VET institution/VET programme: |

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| |
| Utilization of data resulting from the initial interview |
| Strengths of the VET institution/VET programme: |
| |
| Weakness of the VET institution/VET programme: |
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| External collaboration |
| Strengths of the VET institution/VET programme: |
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| Weakness of the VET institution/VET programme: |
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| General comments for the VET institution |
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1.4 INTERACTIONS WITH THE ENVIRONMENT

1.4.1. Sustainable Demand for Training Programmes

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

As in any market, there is a supply side and a demand side in every training market as well, so fitting problems or mismatches can occur. 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:

If the number of unsuccessfully vacant training places is low as well as the number of unsuccessfully seeking applicants there are Minor-problems. If the number of unsuccessfully vacant training places is low but the Number of unsuccessfully seeking applicants is high there are Supply-problems. On the contrary, if the number of unsuccessfully vacant training places is high but the number of unsuccessfully seeking applicants is low we could talk of staffing problems. Furthermore, if the if the number of unsuccessfully vacant training places is high and the Number of unsuccessfully seeking applicants is as well high there is a sign of Fitting Problems, or a Mismatch.

Future demand for apprenticeships on the side of refugees is likely to increase. On the one hand, for some training companies, 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 – especially when thinking of an upcoming shortage of skilled workers. An 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").

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.

Possible sources for the evidence

| The following indices could be considered: | The evaluator could find the evidences in the following documents and situations: |
|---|--|
| The training is focused on a demanded profession (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. |
| adding more sources | |

Evaluation questions

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| 1. Is the training focused on a (high) demanded profession (e.g., handcrafts, nursing etc.)? |
| Notes: |
| 2. Is the situation of the training market taken into account in the design of the training measure? <ul style="list-style-type: none"> – How was the market analysed in advance? Is the situation of the employment market taken into account in the design of the training measure? – How was the market analysed in advance? |
| Notes: |

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| 3. Is there evidence of analysing instruments to monitor the market? |
| Notes: |
| 4. What are the consequences for the refugees when supply and demand in the training market do not match? |
| Notes: |
| Evaluators own questions |
| Notes |
| Evaluators own questions |
| Notes |

General comments for the school

1.4.2. Cooperation between Schools and Workplaces*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

In national VET systems, cooperation between schools and workplaces is crucial for integrating various knowledge types, promoting formal and informal learning, and addressing challenges in knowledge transfer. This collaboration is essential in both dual and school-based systems, particularly in refugee vocational education. To evaluate this cooperation effectively, consider the following objectives:

- Establishing effective communication channels among teachers, students/apprentices, and trainers to influence curriculum development.
- Implementing documented criteria for matching students/apprentices with workplaces to maximize learning opportunities.
- Providing resources for sharing student/apprentice feedback on their workplace experiences, enabling reflection and expanding learning opportunities.
- Offering training, resources, and guidelines to enhance trainers and workers' abilities to engage with and support students/apprentices of migrant origin, fostering respect and integration.

Possible sources for the evidence

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

| School-work cooperation | The evaluator could find the evidence in the following: |
|--|---|
| Matching procedures of students/apprentices to workplace | <ul style="list-style-type: none"> ▪ List of available workplaces ▪ Features of workplaces and record of experience ▪ Requirements of each workplace ▪ Learning agreements or contracts between the school and workplaces ▪ Evaluation or assessment reports from workplaces |
| Students' chances to share feedback with colleagues | <ul style="list-style-type: none"> ▪ School schedule with feedback sessions ▪ Grouping criteria of students to share |

| | |
|---|--|
| | <p>feedback (constructive critique)</p> <ul style="list-style-type: none"> ▪ Group discussions ▪ Work report ▪ Feedback forms or surveys |
| Teacher/trainer communication and supervision | <ul style="list-style-type: none"> ▪ Teachers' and trainers' logs (Regular communication) ▪ Record of communication ▪ Agenda of supervision meetings ▪ Meeting minutes ▪ Evaluation reports |
| adding more sources | |

Evaluation questions for document analysis

- Is there formalised communication between the school and the workplaces in the VET programmes?
- No
- Yes

➤ If yes:

| What methods or communication channels are used? | Are there formal agreements or contracts between the school and the workplace? | How is the collaboration between the school and the workplace coordinated? |
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Evaluation questions for complementary interview with representatives of the VET institution:

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| Is there a policy to collaborate between the school and the workplace in the VET school? Can you show me evidence for it? |
| Notes: |
| Are there mechanisms in place to ensure effective collaboration between the school and the workplace? Can you provide documentation supporting this? |
| Notes: |
| Are actions taken to integrate classroom learning with work experiences? Could you share some examples of such integrated activities? |
| Notes: |
| Is coordination of curriculum planning shared and ensured between the school and the workplace? Is there any documentation outlining this coordination process? |
| Notes: |
| Is support provided to students to facilitate the transition between school and work? Can you show evidence of the support resources available to students? |
| Notes: |



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| Are specific measures or support systems established to address cultural clashes or challenges that may arise during workplace learning periods for refugee students? Can you provide evidence for it? |
| Notes: |
| Are specific vocational guidance and preparation programmes offered to refugees to help them navigate and adapt to the new working contexts in the host country? Could you share any documentation or brochures outlining the vocational guidance and preparation programmes tailored to the needs of refugee students? |
| Notes: |
| Are there specific support programmes or workshops aimed at helping refugee students bridge their work-related experiences from their home countries with the vocational content learned at the VET school? Can you provide evidence from refugee students who have benefited from participating in these support programmes or workshops? |
| Notes: |
| Evaluators own questions |
| Notes |

Evaluators reflection on the degree of quality of the indicator in the institution/program.

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

- Considering the equality and diversity in the collaboration between the school and the workplaces.
- Considering the prior formal knowledge and skills of refugees/migrants in the collaboration process.
- Considering the prior informal knowledge and skills of refugees/migrants in the collaboration process.
- Considering the work experience of refugees/migrants in the collaboration process.

Consideration of equality and diversity in the collaboration between the school and the workplaces

Strengths of the VET provider/VET programme:

Weaknesses of the VET provider/VET programme:

Consideration of the prior knowledge of refugees/migrants in the collaboration process

Strengths of the VET provider/VET programme:

Weaknesses of the VET school/VET programme:



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| Consideration of the working experience of the refugees in the collaboration process |
|---|
| Strengths of the VET school/VET programme: |
| Weaknesses of the VET provider/VET programme: |

| General comments for the school |
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1.4.3. Validation and Recognition of Learning and Certifications*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

The core idea of the recognition of prior learning 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. 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 educational measure. In this case, the focus should be on validation that can be done through the educational organisation.

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 gone through the same or similar system. The target group's prior learning experiences might range from not being alphabetized to having respective work experience to having attended a higher school.

Possible sources for the evidence

It is good to know what could serve as evidence of structural implementations that support the possibility to get access to the program.

| | |
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| <p>In a further step, the following requirements are the most common for VET providers to ensure validation of prior learning and recognition of prior attestation for young refugees:</p> | <p>The evaluator could find the evidence in the following documents and tests:</p> |
| <p>Information about support systems outside the school</p> | <ul style="list-style-type: none"> ▪ Student Profile ▪ Survey of students and Intraschool support services, as well as teachers and principals ▪ Legal bases and documents for the crediting of existing knowledge in the admission procedure |



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|---------------------|--|
| adding more sources | |
|---------------------|--|

Document analysis: Does the school/organisation have intervention and/or strategies in place to ensure validation and recognition of learning and certifications?

- NO
- YES:

| Which interventions and/or strategies are offered to ensure validation and recognition of learning and certifications? (e.g. In-school counselling services, Internal guidelines for recognition and validation, Flexible prevention and support system to ensure validation and recognition of learning and certifications, etc.) | How is the intervention/strategy checked? (e.g. internal by testing, external by certificate) | How is the intervention/strategy documented? |
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| <p>How is it documented and how can the prior learning be proved? Are the documented outcomes comparable?</p> | <p><i>Surveys of the board, Certifications, Student files</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |
| <p>How are the qualifications being assessed? Is it suitable for the purpose, transparent and clearly defined?</p> | <p><i>Surveys of the teachers, Admission support, In-school statistics</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |

| | | |
|--|--|--|
| <p>In case of certification: Is it issued by a credible authority, and therefore valuable?</p> | <p><i>Surveys among the board, Legal documents, Assessment of the Certifications</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |
|--|--|--|

Evaluators’ reflection on the degree of quality of the indicator in the institution/programme:

Does the school/organisation have Interventions and/or strategies in place to ensure validation and recognition of prior learning and certifications?

| Interventions and/or strategies in place to ensure validation and recognition of learning and certifications: | Examples, possible material or documents of evidence: | Reflection on the degree of quality of the indicator in the institution/programme: |
|---|--|--|
| Internal guidelines for ensuring validation and recognition of learning and certifications | <ul style="list-style-type: none"> ▪ Parent meetings ▪ Contacting support networks (NGOs) etc. | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Proper assessment of prior learning (skills, knowledge, etc.) | <ul style="list-style-type: none"> ▪ Talk with expert, that can validate prior learning | Strength of the VET Programme: |

| | | |
|---|---|--------------------------------|
| | | Weakness of the VET Programme: |
| Proper assessment of certifications | <ul style="list-style-type: none"> ▪ Reach out to local authorities to get confirmation | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Appropriate entrance requirements for attending the programme | <ul style="list-style-type: none"> ▪ Shows validation and recognition of prior learning and certifications ▪ Can be used as a form of assessment to determine the level/quality of prior learning and certification | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Appropriate information about the national VET system and potential | <ul style="list-style-type: none"> ▪ Website ▪ Flyer ▪ Offering information about the national VET system and | Strength of the VET Programme: |



| | | |
|---------------------------------|--|--------------------------------|
| possibilities of VET programmes | potential possibilities of VET programmes, so that refugees can make a conscious decision about their future education | |
| | | Weakness of the VET Programme: |

2. PROCESS INDICATORS

2.1 INSTITUTIONS: FINANCE AND FUNDING

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

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

In this sense, the instrument of strategic planning is useful, as it allows financial issues to be linked with project issues in terms of

1. Adequate availability of funds with respect to the training project
2. Sustainability of the project over time
3. Planning of initial, in itinere and final communication to the involved staff and stakeholders
4. Anticipation of unforeseen events and the need to make adjustments
5. Description of all expenditure items connected with purchasing plans, assignment of tasks defined not only in terms of magnitude but also in terms of timing
6. Definition of indicators and monitoring tools
7. Designing social reporting methods with a view to improvements

Possible sources for the evidences

Below are some elements indicating a structural implementation within the institution of strategies for a good management of finance and funding

| Relevance indicator | Where to find it |
|---|---|
| Existence of accounting related to individual training projects to identify cost centres related to inclusion | Document analysis <ul style="list-style-type: none"> ▪ Financial documents of the institution |
| Existence of tools and strategies that allow for tracking the evolution of resource utilization over time in the field of inclusion | Document analysis <ul style="list-style-type: none"> ▪ Financial documents of the institution |

| | |
|---|---|
| <p>Existence of an accountability of utilization not only of internal resources but also external ones (such as educators, external experts funded by other organizations but operating within the VET institution's project)</p> | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Financial documents of the institution |
| <p>Existence of a strategic planning</p> | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Project documentation of the institution. |
| <p>Presence of accounting reporting with a motivational statement regarding the utilization of resources in comparison to the budget</p> | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Financial documents of the institution |
| <p>Presence of social accountability reporting</p> | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Documents of the institution |
| <p>Institution's ability to secure funds beyond its institutional budget for strategic development of activities</p> | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Documents of the institution <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Interview with VET manager |
| <p>Existence of connection and collaboration between the administrative and accounting sector and the educational design sector</p> | <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Interview with VET manager ▪ Interview with VET management |
| <p>adding more additional sources</p> | |

Evaluation questions for document analysis

The VET institution disposes of funds which it manages with a strategic vision by linking project objectives to the resources and constraints of the context. The VET institution takes action to integrate funds with the aim of creating alliances and expanding operational possibilities.

- 1 - Insufficiently
- 2 - Sufficiently
- 3 - Adequately
- 4 - Very much

The following scoring method is only a suggestion. The scales and marks can be changed by the evaluator.

| Insufficiently | Sufficiently | Adequately | Very much |
|--|--|---|--|
| <ul style="list-style-type: none"> ▪ The VET institution has a general accounting system that does not allow the identification of cost centres related to the project and their evolution over time ▪ The VET institution uses allocated funds but does not have the tools and human resources to extend the sources of funding ▪ The administrative department operates | <ul style="list-style-type: none"> ▪ The VET institution has project-related accounting with reference to cost centres but without reference to process data and employment of external personnel ▪ The VET institution receives and uses additional funds in the case of external initiatives involving it ▪ The administrative department works cohesively only with the VET institution management | <ul style="list-style-type: none"> ▪ The VET institution has project-related accounting with reference to accounting cost centres and process data ▪ The VET institution relies on external networks or contacts to supplement its funds ▪ The administrative department works cohesively with the teaching/project department for the effective use of resources and for reporting management | <ul style="list-style-type: none"> ▪ The VET institution has punctual accounting with regard to the use of project resources with indicators that make explicit the cost centres and management processes and also the use of human resources referring also to external professional figures ▪ The VET institution knows how to find funds to supplement the project by involving external subjects motivated to collaborate and/or knows how |

| | | | |
|---|---|--|---|
| <p>separately from the project department, limiting itself to accounting management The VET institution reports the accounting aspects required by the reference legislation and does not connect the use of external human resources</p> | <p>and not directly with the teaching/project department for the efficient use of resources and reporting</p> <ul style="list-style-type: none"> ▪ The VET institution reports separately on accounting and output aspects | <ul style="list-style-type: none"> ▪ The VET institution reports on accounting and output aspects | <p>to seize the opportunities of national and international projects</p> <ul style="list-style-type: none"> ▪ The administrative department works cohesively with the teaching/planning department for the effective use of resources and for reporting management ▪ The VET institution reports not only on accounting and output aspects but also on outcomes and impacts |
|---|---|--|---|

Evaluation questions for complemented interview with representatives of the VET institution:

| |
|---|
| <p>Do you think the VET institution adequately considers the financial and accounting aspects for the development of the project by integrating the administrative aspect with the accounting aspect?</p> |
| <p>Notes:</p> |
| <p>Do you think the VET institution has adequate skills and tools for the effective management of funds and for finding additional sources of funding?</p> |
| <p>Notes:</p> |
| <p>Do you consider that the VET institution collects data as a function of reporting, not only accounting for the effectiveness of the project in terms of outputs, outcomes and impacts?</p> |
| <p>Notes:</p> |

| |
|---|
| <p>Do you think the VET institution considers project reporting as part of the VET institution's self-evaluation process?</p> |
| <p>Notes:</p> |
| <p>Evaluators own question</p> |
| <p>Notes:</p> |
| <p>Evaluators own questions</p> |
| <p>Notes</p> |

Evaluators reflection on the degree of quality of the indicator in the institution/program

- Does the VET institution have in-house competences for effective resource management? Which ones and how?
- Does the VET institution have adequate tools for economic/financial and social reporting?
- On which improvement priorities should it intervene?

Data collection system for designing cost centres

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

Monitoring and Reporting Indicator System

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

Significant relations with external actors to integrate human and financial resources

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:



Co-funded by
the European Union

General comments for the VET institution

A large, empty rectangular box with a black border, intended for providing general comments for the VET institution.

2.2 TEACHERS AND TRAINERS

2.2.1. Selecting Teaching Methods

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

The "teaching methods selection" indicator focuses on choosing effective methods for refugees in VET programmes. It should be based on:

- individual interests
- prior learning

These methods should boost motivation and create a safe, inclusive learning environment. Tailoring to refugee situations is crucial. VET offers practical, active learning, supporting intrinsic motivation. Teachers are crucial role models, promoting experiential learning in teams. Practical activities enhance personal and social skills.

To teach VET to refugees successfully, teachers should consider student interests, prior learning, and motivations.

General guidelines include:

- acceptance and recognition
- safety in learning
- real-world relevance

Active teaching styles provide equal opportunities, reduce fears, and accommodate diverse refugee students. Recognising potential and nurturing competencies are vital. VET offers structured lives, hands-on learning, and social skill development.

Possible sources for evidence

It is good to know what could serve as evidence of structural implementations that support the selection of teaching methods. Here some sources of evidence:

| The following requirements are the most common in vocational projects: | The evaluator could find the evidence in the following documents and tests: |
|---|---|
| Documented criteria on selection of staff | <ul style="list-style-type: none"> ▪ Staff recruitment policy or guidelines outlining the criteria |

| | |
|---|---|
| | <ul style="list-style-type: none"> ▪ Job descriptions and person specifications detailing the specific skills and experiences sought for each position ▪ Records of interviews. References, and evaluations |
| Documented criteria to shape teaching teams | <ul style="list-style-type: none"> ▪ Departmental meetings with records of minutes ▪ Guidelines or policies on forming teaching teams ▪ Documentation of team evaluations or feedback processes |
| Infrastructure in the school with available rooms for flexible arrangements | <ul style="list-style-type: none"> ▪ Staff meetings and staff room ▪ Documentation of the use of flexible arrangements |
| Individualized training plans for each student | <ul style="list-style-type: none"> ▪ Classroom observation ▪ Individual learning plans ▪ Progress reports ▪ Records of meetings or discussions involving staff |
| Online and/or physical toolkit of resources and activities arranged after occupational content and available for all members of staff, who can also feed in the toolkit | <ul style="list-style-type: none"> ▪ Virtual classroom: resources, instructions, tasks ... ▪ Accessible online platform ▪ Documentation of staff training sessions ▪ Records or feedback from staff members |
| adding more additional sources | |

Evaluation questions for document analysis

- Are there guidelines or recommendations provided for selecting teaching methods in VET programmes for refugee students?
- No
- Yes

➤ If yes:

| What are the guidelines or recommendations for selecting teaching methods? (e.g. storytelling, project-based learning, peer collaboration, team-building activities, case studies, brainstorming) | How are the guidelines or recommendations checked? (e.g. classroom observation, lesson plans, interviews, or surveys) | How is the selection of teaching methods documented? |
|---|---|--|
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Evaluation questions for complementary interview with representatives of the VET institution:

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| <p>Is it crucial for the VET institution to align teaching methods with the interests and prior learning of individual refugee students in the VET programme? Can you provide specific teaching methods and related materials used for this purpose?</p> |
| <p>Notes:</p> |
| <p>Does the VET institution have measures in place to ensure that refugee students feel accepted and acknowledged by teachers, trainers, and fellow students? Can you provide evidence of inclusive initiatives or activities implemented by the institution?</p> |
| <p>Notes:</p> |
| <p>Does the VET institution customize teaching methods to address the unique needs of refugee students? Can you provide examples of how they adapt teaching methods in their programmes?</p> |
| <p>Notes:</p> |
| <p>Are there noticeable impacts of teaching method selection on the learning outcomes and motivation of refugee students in VET programmes? Can you present data or evidence highlighting the positive effects of specific teaching methods on refugee student performance and motivation?</p> |
| <p>Notes:</p> |

| |
|---|
| <p>Does the VET institution offer training and guidance to teachers on selecting appropriate teaching methods for individual refugee students? Can you share evidence of professional development workshops or training materials used for this purpose?</p> |
| <p>Notes:</p> |
| <p>Does the VET institution have a formal feedback mechanism in place to gather input from refugee students about the suitability of teaching methods? Can you provide examples of survey questionnaires or meeting minutes documenting this feedback?</p> |
| <p>Notes:</p> |
| <p>Does the VET institution regularly assess and evaluate the outcomes of selected teaching methods on the learning outcomes and motivation of refugee students? Can you present evidence or data from evaluation reports indicating the impact of specific teaching methods on refugee students in VET programmes?</p> |
| <p>Notes:</p> |
| <p>Evaluators own question</p> |
| <p>Notes:</p> |
| <p>Evaluators own question</p> |
| <p>Notes:</p> |

Evaluators reflection on the degree of quality of the indicator in the institution/programme.

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

- Consideration of student-centred and connected teaching methods
- Consideration of a supportive and inclusive learning environment
- Consideration of the specific needs and experiences of refugee students
- Consideration of tailoring teaching according to diversity of learners

Consideration of student-centred and connected teaching methods

Strengths of the VET institution/VET programme:

Weaknesses of the VET institution/VET programme:

Consideration of a supportive and inclusive learning environment

Strengths of the VET institution/VET programme:

Weaknesses of the VET institution/VET programme:

Consideration of the specific needs and experiences of refugee students

Strengths of the VET institution/VET programme:

| |
|---|
| Weaknesses of the VET institution/VET programme: |
| Consideration of tailoring teaching according to diversity of learners |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |

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|--|
| General comments for the school |
| |

2.2.2. Transfer Orientation*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

Transfer orientation in learning means that learners are given tools to analyse and generalise their experiences gained at school to transfer their theoretical knowledge to everyday life and their (future) 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 has a strong impact on the motivation to learn and includes affective, cognitive and behavioural outcomes, retention, generalisation and adaptability.

When learning takes place 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 the work-life is competence orientation in the context of vocational education and training. Young refugees in particular run the risk of dropping out of educational measures in order to earn money. They often see training and educational measures as a short-term goal to be successful on the labour market and to find paid work. In order to increase the chance of successful labour market integration of refugees, it is important to align VET provision with employment requirements.

Possible sources for the evidence

It is good to know what could serve as evidence of structural implementations that support the possibility to get access to the program.

| <p>In a further step, the following requirements are the most common to ensure that the transfer from theoretically acquired knowledge to practice is given:</p> | <p>The evaluator could find the evidence in the following documents and tests:</p> |
|---|--|
| <p>The learning objectives must be clear and aligned with the objectives of the measure</p> | <ul style="list-style-type: none"> ▪ Curriculum (definition of Learning Outcomes) ▪ Textbooks and other learning materials |

| | |
|---|--|
| <p>Learning outcomes have to be defined on the basis of sensibly chosen learning taxonomies that are oriented towards the topics relevant to the refugees' training (theory-practice transfer)</p> <ul style="list-style-type: none"> - Knowledge: duplicate, state, relate - Comprehension: classify, describe, recognise, review - Application: apply, demonstrate, solve - Analysis: calculate, analyse, appraise, criticize - Synthesis: assemble, construct, plan, formulate - Evaluation: appraise, argue, predict evaluate | <ul style="list-style-type: none"> ▪ Curriculum (definition of Learning Outcomes) ▪ Textbooks and other learning materials |
| <p>The design of the learning tasks must be language-sensitive, practice-oriented and geared towards the acquisition of the competences defined in the learning objectives</p> | <ul style="list-style-type: none"> ▪ Curriculum (definition of Learning Outcomes) ▪ Textbooks and other learning materials |
| <p>Learning tasks and supporting teaching material should be designed in a student-activating way and should be adapted to the living environment of the young refugees</p> | <ul style="list-style-type: none"> ▪ Curriculum (definition of Learning Outcomes) ▪ Textbooks and other learning materials |
| <p>adding more additional sources</p> | |



Document analysis: Does the school/organisation have intervention and/or strategies in place to ensure the transfer of learning?

NO

YES:

| Which interventions and/or strategies are offer to ensure the transfer of learning? (e.g. In-school counselling services, Internal guidelines for transferring theoretical knowledge to practice, Flexible prevention and support system to help refugees with this transfer etc.) | How is the intervention/strategy checked? (e.g. internal by testing, external by certificate) | How is the intervention/strategy documented? |
|---|--|---|
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|---|--|--|
| | | <input type="checkbox"/> NO |
| Is there an orientation towards the applicability of what is taught in the student's future life or work? | <i>In-school statistics, Surveys among teachers and students, Program information, Curriculum, Training material</i> | <input type="checkbox"/> YES To what extent: <input type="checkbox"/> NO |
| Can students see and name the link between their learning and future life or work? | <i>Surveys among students</i> | <input type="checkbox"/> YES To what extent: <input type="checkbox"/> NO |

| | | |
|--|---|---|
| <p>Do the students learn to apply their competences, skills or knowledge in practical situations? How?</p> | <p><i>Surveys among teachers, Practical tests</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |
| <p>Is the training competence-oriented?</p> | <p><i>Curriculum, Program information, Course-books, Training material, Practical Tests</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p>If yes: How does it work?</p> <p>Are there didactic concepts that are used for competence orientation?</p> <p>Are the teaching materials etc. also designed to be competence-oriented?</p> |

| | | |
|--|---------------------------------------|--|
| Which learning taxonomy is used? | <i>Training material</i> | Which domains? Which categories? |
| Are the expected learning outcomes assessed and are they communicated? | <i>Buddy program, Student profile</i> | <input type="checkbox"/> YES To what extent and how: <input type="checkbox"/> NO |

Evaluators’ reflection on the degree of quality of the indicator in the institution/programme:

Does the school/organisation have Interventions and/or strategies in place to ensure the transfer of learning?

| Interventions and/or strategies in place to ensure the transfer of learning: | Examples, possible material or documents of evidence: | Reflection on the degree of quality of the indicator in the institution/programme: |
|--|---|--|
| Positive school or workplace culture | <ul style="list-style-type: none"> ▪ Survey of pupils, teachers and training institutions with which the measure cooperates ▪ Welcoming environment free of discrimination or racism – 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 | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |

| | | |
|---|--|--------------------------------|
| Flexible prevention and support system to support the transfer of learning | <ul style="list-style-type: none"> Evaluating students' strengths and weaknesses that are considered important in the learning environment to assess what type of support is most suitable in order to make the transfer of learning happen (student files) | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| 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 | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Sufficient language training to reduce linguistic barriers and to enable social inclusion and increase the chances of a successful transfer of learning | <ul style="list-style-type: none"> Programme information | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |

| | | |
|--|---|---------------------------------------|
| <p>Practical exercises to show refugees how the transfer of learning can be done</p> | <ul style="list-style-type: none"> ▪ Special training exercises | <p>Strength of the VET Programme:</p> |
| | | <p>Weakness of the VET Programme:</p> |
| <p>Appropriate Information about the national VET system and potential possibilities of VET programmes</p> | <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 | <p>Strength of the VET Programme:</p> |
| | | <p>Weakness of the VET Programme:</p> |

General comments for the school

2.2.3. Formative and Summative Feedback*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

Formative and summative feedback aim to enhance:

- Learning and retention of refugee students in VET.
- Qualification accreditation.

Refugee students struggle to grasp host country's education norms, necessitating clear, ongoing feedback. Formative feedback aids teachers in monitoring and boosting students' self-esteem, confidence, motivation, and sense of belonging, reducing absenteeism and dropouts. It includes feedback and, feed-forward.

Summative feedback certifies qualifications, improving job prospects. Combining feedback and portfolio helps students track competencies. Teachers guide refugees towards self-directed learning, adapting to individual capabilities. Peer supervision aids teachers. Refugee students receive feedback from peers, colleagues, mentors, clients, and authorities during internships. Authority feedback is especially valuable.

Possible sources for the evidence

It is good to know what could serve evidence of structural implementations that support the possibility to get an access to the programme.

| The following requirements are the most common in vocational projects: | The evaluator could find the evidence in the following documents: |
|---|---|
| Providing realistic comprehensible and meaningful evaluation circumstances | <ul style="list-style-type: none"> ▪ Exam regulations and standards ▪ Learning environment assessments or audits ▪ Programming and Application of Evaluation in VET |
| Clear evaluation criteria | <ul style="list-style-type: none"> ▪ Specification of assessment criteria ▪ Rubrics or assessment guidelines ▪ Assessment records or reports documenting the use of specific evaluation criteria aligned with learning outcomes and standards. |
| Specific dialogue and constructive feedback | <ul style="list-style-type: none"> ▪ Mistake positively considered in formative |

| | |
|---------------------------------------|---|
| | <p>assessment as opposed to summative assessment</p> <ul style="list-style-type: none"> ▪ Feedback forms or surveys ▪ Documentation of feedback sessions ▪ Examples of written or verbal feedback provided to refugee learners |
| <p>adding more additional sources</p> | |

Evaluation questions for document analysis

- Does the institution provide formative and summative feedback to refugee students in the VET programmes?
- No
- Yes

➤ If yes:

| What specific requirements are in place? (e.g., exams, projects, practical assessments) | How is formative feedback incorporated into the teaching and learning process? | How is summative feedback conducted and documented? |
|--|---|--|
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Evaluation questions for complementary interview with representatives of the VET institution:

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| How important is formative and summative feedback for refugee students in VET programmes, and can you provide examples of its positive impact on their learning progress? |
| Notes: |
| How do teachers ensure culturally sensitive and continuous feedback to support the success of refugee students in education, and do they employ mechanisms that incorporate both immediate guidance and future-oriented recommendations? |
| Notes: |
| Does the institution assist refugee students in comprehending education and training requirements, and can they provide materials demonstrating these efforts? |
| Notes: |
| How does the institution emphasise correctness in student work when offering feedback, and can they share examples of positive reinforcement and constructive feedback strategies? |
| Notes: |
| How does the institution use positive reinforcement and constructive feedback to highlight correct aspects in the students' work, and can you provide specific examples? |
| Notes: |
| Are there opportunities for refugee students to engage in peer-to-peer learning and build a sense of community within the VET institution, and how does the institution promote this supportive environment? |
| Notes: |



| |
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| |
| Is there a systematic process to monitor and track the progress of refugee students throughout the VET programme, and can you share examples of monitoring tools or data tracking systems used for this purpose? |
| Notes: |
| Evaluators own questions |
| Notes |

Evaluators reflection on the degree of quality of the indicator in the institution/programme.

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| The evaluator should consider the following main objectives of this indicator in the evaluation: <ul style="list-style-type: none">▪ Communicating educational requirements and standards to the target group▪ Consideration of supporting progress and learning management▪ Consideration of providing guidance and recommendations in the improvement learning and retention of students▪ Consideration of the progress in the improvement learning and retention of students |
|--|

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|---|
| Communicating educational requirements and standards to the target group |
| Strengths of the VET school/VET programme: |



| |
|--|
| Weaknesses of the VET provider/VET programme: |
| Consideration of supporting progress and learning management |
| Strengths of the VET provider/VET programme: |
| Weaknesses of the VET school/VET programme: |
| Consideration of providing guidance and recommendations in the improvement learning and retention of students |
| Strengths of the VET school/VET programme: |
| Weakness of the VET provider/VET programme: |
| Consideration of the progress in the improvement learning and retention of students |
| Strengths of the VET provider/VET programme: |



| |
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| |
| Weaknesses of the VET school/VET programme: |

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| General comments for the school |
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2.3 LEARNERS

2.3.1. Learning Language and Culture

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

“Learning language and culture” measures and evaluates the ways in which the school:

- develops sensitivity to interculturality among its students, and
- adopts measures to facilitate language learning of the students of migrant origin

By doing so, the school lets students of migrant origin, follow lessons in the different subjects, and participate in curricular and extracurricular activities.

These can be achieved either by:

- Promoting students’ ability in verbal and written communication in different contexts – the learner viewpoint
- Providing support via teachers with language abilities, peers with language abilities and/or professional translators
- the teaching perspective

Possible sources for evidence

Evidences that language abilities are promoted by the following sources:

- Second language teaching must be tailored to the requirements of the students
- A sequence to promote communication in oral language first and in written language after may be planned and this can include both understanding and expression abilities

| Language development and awareness in vocational projects - <u>learner</u> : | The evaluator could find the evidence in the following documents: |
|--|--|
| Ability to understand verbal interactions | <ul style="list-style-type: none"> ▪ Documents provided by the school ▪ Speech and hearing assessment report |
| Ability to express oneself verbally | <ul style="list-style-type: none"> ▪ Entrance test |
| Ability to understand written documents | <ul style="list-style-type: none"> ▪ Certificates ▪ Assessment to see the evidence of the prior knowledge |

| | |
|---|--|
| | <ul style="list-style-type: none"> ▪ Reading comprehension test |
| Ability to express oneself in written forms | <ul style="list-style-type: none"> ▪ Self-evaluation sheet or questionnaire ▪ Curriculum Vitae ▪ Writing sample (i.e. Essay, report...) |
| Different language contexts Academic language Peer interaction language – social relation, not academic Legal language | <ul style="list-style-type: none"> ▪ Language certificates ▪ Entrance language test |
| adding more additional sources | |

| | |
|---|---|
| Language development and awareness in vocational projects – <u>teaching</u>: | The evaluator could find the evidence in the following documents: |
| Teachers' proficiency in foreign language | <ul style="list-style-type: none"> ▪ Language certificate |
| Language teachers in the school supporting communication with migrant students | <ul style="list-style-type: none"> ▪ Schedule of teachers – meetings with migrant students and teachers |
| External translator services available for access and settling down | <ul style="list-style-type: none"> ▪ Staff hours ▪ Schedule of translator |
| Relevant information in the migrants' original language | <ul style="list-style-type: none"> ▪ Documentation in different languages <ul style="list-style-type: none"> - Rules of the school - Important announces - Directions, choices, information on the schedule, curriculum - Announcement of extra-curricular activities |
| Assessment opportunities non-discriminatory after language knowledge | <ul style="list-style-type: none"> ▪ Chance to conduct verbal and practical assignments where students can explain themselves ▪ Exams provided in student's mother tongue or in a foreign language known to them and the |



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| | teachers (i.e. English, French) |
| Different language contexts <ul style="list-style-type: none">- Academic language- Peer interaction language – social relation, not academic- Legal language | <ul style="list-style-type: none">▪ Language certificates▪ Entrance language test |
| adding more additional sources | |

Evaluation questions for document analysis

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| <p>Are there specific language learning requirements for refugees in the VET programmes?</p> <ul style="list-style-type: none"> ▪ No ▪ Yes | | |
| <p>If yes:</p> | | |
| <p>Which language learning requirements are specified? (e.g., proficiency level, specific language skills)</p> | <p>How are these language learning requirements checked? (e.g. internal by testing, external by certificate)</p> | <p>How is the fulfilment of language learning requirements documented?</p> |
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Evaluation questions for complementary interview with representatives of the VET institution:

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| Is language learning a priority for refugees in the VET programme? Provide examples of how language learning benefits refugee students in studies and activities. |
| Notes: |
| Does the VET institution offer customised language teaching for refugee students? Share teaching materials or lesson plans demonstrating this approach. |
| Notes: |
| Is the institution committed to providing language education for vocational and social integration? Share evidence of language courses covering both aspects for refugee students. |
| Notes: |
| How does the institution support intercultural sensitivity and address cultural conflicts? Provide evidence of interventions and approaches used. |
| Notes: |
| Is the language learning approach regularly evaluated for effectiveness? Share evaluation reports and feedback from refugee students. |
| Notes: |



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| Are there specific support programmes or workshops for overcoming language barriers in VET studies? Share relevant materials or documents. |
| Notes: |
| Does the institution provide access to language resources (labs, online platforms, apps) for refugee students? Provide information about available resources. |
| Notes: |
| Does the institution collaborate with external language training providers or support organisations? Share examples of partners and the nature of collaboration. |
| Notes: |
| How have collaborative efforts contributed to language learning outcomes and integration? Share success stories or testimonials from refugee students. |
| Notes: |
| Evaluators own question |
| Notes: |



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| Evaluators own questions |
| Notes |

Evaluators reflection on the degree of quality of the indicator in the institution/program.

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| <p>The evaluator should consider the following main objectives of this indicator in the evaluation:</p> <ul style="list-style-type: none">▪ Promoting integration by fostering language acquisition to the target group▪ Consideration of linking language learning and vocational training▪ Promoting intercultural sensitivity▪ Consideration of support refugees in their social integration▪ Consideration of individual interests and aspirations of refugees▪ Creating an inclusive and respectful learning environment |
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| Promoting integration by fostering language acquisition to the target group |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |
| Consideration of linking language learning and vocational training |



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| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |
| Promoting intercultural sensitivity |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |
| Consideration of support refugees in their social integration |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |
| Consideration of individual interests and aspirations of refugees |
| Strengths of the VET institution/VET programme: |



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| Weaknesses of the VET institution/VET programme: |
| Creating an inclusive and respectful learning environment |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |

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|---------------------------------------|
| General comment for the school |
| |



2.3.2. Classroom Situation*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

This indicator measures the situation in the classroom, in order to highlight the major social problems which could affect learning. Indeed, learning achievement are possible only in a peaceful context capable to maximise students' opportunities, strong points and competence acquisition. This is even more important in multi-cultural environments or in training courses with refugee student's who need to integrate in the host country.

It is crucial for the VET institution to put in place all the strategies to create mutual trust between students, teachers and management.

From evaluators' perspective, it is crucial to assess if innovative strategies for the inclusion of the refugees are deployed. These can be found checking the composition of the class (number of students, foreign students' ratio etc.) but also VET institution's regulations and guidelines, teachers' special training 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 school's attitude towards diversities, teachers and staff's awareness and linkages with families and refugees' everyday life:

- An adequate number of students for each class;
- An adequate native students/foreign students' ratio;
- Individualised learning programs and specific linguistic training;
- Special training for teachers and school staff;
- A robust and ongoing monitoring of the situation in the class, i.e., 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's student and the wider society, in order to encourage integration.



Possible sources for the evidences

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

| In a further step, the following indices could be considered: | The evaluator could find the evidences in the following documents and situations: |
|---|---|
| Data on the class and its composition (number of students, native students/foreign students' ratio) | Document analysis <ul style="list-style-type: none"> ▪ Documents provided by the VET institution |
| Data on the dropout rate and learning performance | Document analysis <ul style="list-style-type: none"> ▪ Documents provided by the VET institution |
| Individualised approach in order to target the students' needs | Document analysis <ul style="list-style-type: none"> ▪ Personalized didactic plan or similar documents provided by the VET institution Interviews/questionnaires <ul style="list-style-type: none"> ▪ Interview with students and VET staff ▪ Questionnaires submitted to students and VET staff On-site visit <ul style="list-style-type: none"> ▪ Presence of a mentor |
| Absence of episodes of bullying or racism | Interviews/questionnaires <ul style="list-style-type: none"> • Interview with students and VET institution staff • Questionnaires submitted to students and VET institution staff • Interview with the mentor (if there is) |
| Prevention activities | Document analysis <ul style="list-style-type: none"> • Documents provided by the VET institution • Special training for teachers (prevention of bullying and mobbing) • Presence of specific professionals (mentors, social workers, counsellors) |
| adding more sources | |

Evaluation questions for document analysis

The VET institution invests in the learning process of the individual student but also of the class as a group for the development of social-emotional and active citizenship skills.

- Insufficiently
- Sufficiently
- Adequately
- Very much

The following scoring method is only a suggestion. The scales and marks can be changed by the evaluator.

| Insufficiently | Sufficiently | Adequately | Very much |
|---|--|--|---|
| <ul style="list-style-type: none"> ▪ The VET institution uses data referring to student characteristics to define possible criticalities in the class group ▪ The VET institution pays attention to class dynamics for regulatory and disciplinary interventions ▪ The VET institution asks for internal and external intervention in the event of critical situations | <ul style="list-style-type: none"> ▪ The VET institution uses data referring to students' characteristics and defines customised paths and approaches only in case of critical situations ▪ The VET institution detects class dynamics and considers them for prevention activities and containment of possible critical situations ▪ The VET institution uses internal resources for special needs | <ul style="list-style-type: none"> ▪ The VET institution uses data on student characteristics to define customised pathways and approaches ▪ The VET institution detects class dynamics and considers them for projects to develop students' ability to work cohesively and collaboratively ▪ The VET institution uses internal and external resources in individualised projects and class climate | <ul style="list-style-type: none"> ▪ The VET institution uses the data referring to the students' characteristics to define personalised paths and approaches on the basis of which it defines a training pact which it shares with the student and his/her family ▪ The VET institution detects class dynamics and considers them for projects to develop students' abilities to work cohesively |

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| <ul style="list-style-type: none"> ▪ The VET institution detects the situations of the students in the class during periodic assessments and identifies interventions in particularly critical situations ▪ The class coordinator is in charge of monitoring the progress of the students in the class and involves colleagues in critical situations | <p>related to critical situations and for support needs of class teachers</p> <ul style="list-style-type: none"> ▪ The VET institution monitors the development of learning and class dynamics to intervene in critical situations ▪ The class coordinator is in charge of monitoring and continuously informs all class council members for targeted interventions | <p>development projects</p> <ul style="list-style-type: none"> ▪ The VET institution monitors the development of learning and class dynamics also through self-evaluation and tutoring activities ▪ All class council members are involved in planning and evaluating processes | <p>and collaboratively to build a co-responsibility pact which it shares with students and families</p> <ul style="list-style-type: none"> ▪ The VET institution utilises internal and external resources in individualised projects and class climate development projects ▪ The VET institution monitors the development of learning and class dynamics also with self-assessment, tutoring, re-motivation activities ▪ All class council members are involved in planning and evaluating processes |
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Evaluation questions for complemented interview with representatives of the VET institution:

Do you think that the VET institution considers students' characteristics as conditioning elements of teaching or also as a basis for planning the development of social-emotional and citizenship skills?

Notes:

Do you think that VET institution staff have adequate skills and tools for effective management of the development of students' social-emotional skills?

Notes:

Do you think that the VET institution has adequate availability and openness towards students and families and knows how to involve them in educational pact and co-responsibility pact projects

Notes:

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| Do you think the VET institution uses the situation in the classes and their developments in the VET institution's self-evaluation processes? |
| Notes: |
| |
| Evaluators own question |
| Notes: |
| |
| Evaluators own questions |
| Notes |
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Evaluators reflection on the degree of quality of the indicator in the institution/program.

- Do the teachers/trainers have the availability and skills to manage processes for developing students' capacities also in terms of social-emotional and citizenship skills?
- Does the VET institution have adequate tools for planning and monitoring?
- On which improvement priorities should it intervene?

VET institution interest in social-emotional and citizenship components (presence in the curriculum)

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

Teacher training on classroom management

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

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Middle management figures to support students and teachers in these processes

Strengths of the VET institution/VET programme:

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Weakness of the VET institution/VET programme:

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General comments for the VET institution

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2.4 INTERACTIONS WITH THE ENVIRONMENT

2.4.1. Target Group Oriented towards the Mass Media and Social Media

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

Traditional mass media and new media (such as the Internet and social media) play a crucial role in shaping ideas, opinions, and the behaviour of citizens. They are particularly influential in the development of young individuals. In fact, children and adolescents create their self-image and attitudes through mass media and the messages conveyed by them.

Due to this influence, new technologies (including those related to digital social environments) are assuming an increasingly important role in education. Educators and trainers use these technologies within their courses, students benefit from more integrated learning experiences, and classrooms are becoming equipped with technological devices (such as computers and digital whiteboards) to support education. Specifically, new media should be incorporated into the educational sphere to raise students' awareness of their conscious use and to promote digital citizenship skills.

Furthermore, digital skills related to new technologies and new media have become essential in the workplace and for career orientation. Having digital skills and understanding how social media, for example, are integrated into the world of work (consider platforms for job searching, for instance) can be a key factor in employment success, especially for refugee students.

In evaluating digital education, the following elements should be considered:

- Learning environments and technological resources
- VET institution curriculum
- Specific teacher training
- Methods for assessing students' digital skills
- Specific projects related to digital competencies

Possible sources for the evidences

| In a further step the following requirements are the most common in vocational projects: | The evaluator could find the evidences in the following documents and tests: |
|--|---|
| Learning environment | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ educational offer plan <p>On-site visit</p> <ul style="list-style-type: none"> ▪ environment analysis ▪ observation of teaching activities <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ survey of opinions of managers, teachers and students |
| Prevention of racism and discrimination through knowledge of mass and new media | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Curriculum ▪ Specific projects ▪ Teachers' competences/training <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Teachers' competences/training |
| Promotion of a conscious use of new technologies, including artificial intelligence | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ tools for evaluating students' digital skills ▪ Specific projects ▪ Use of digital platforms and digital intelligence as teaching tools to facilitate learning and as areas in which to identify cultural stereotypes, bias and fake news ▪ Classroom didactic design <p>On-site visit</p> <ul style="list-style-type: none"> ▪ training content and setting |
| Understanding the language of mass and new media in order to grasp the culture of the target country and operate in an intercultural dimension | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Specific training activities on the use of social media (with focus on different cultural contexts) ▪ Presence of indications in the Curriculum ▪ Specific protocols for foreigners ▪ Presence of specific contextualised teaching activities |

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| <p>Involvement of families in the skills acquisition process</p> | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Presence of indications in the Curriculum ▪ specific projects <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions for managers, teachers and students |
| <p>adding more additional sources</p> | |

Evaluation questions for document analysis

The VET institution considers the relevance of the quality of the learning environments and the use of new technologies for educational effectiveness aimed at inclusion and understanding of the language of the mass media

- 1 - Insufficiently
- 2 - Sufficiently
- 3 - Adequately
- 4 - Very much

The following scoring method is only a suggestion. The scales and marks can be changed by the evaluator.

| Insufficiently | Sufficiently | Adequately | Very much |
|--|--|---|--|
| <ul style="list-style-type: none"> ▪ The VET institution has technological equipment but this is not yet integrated into an effective learning environment ▪ The VET institution carries out sporadic interventions for the conscious use of technologies ▪ The VET institution has no explicit projects for the use of technology to promote inclusion and the intercultural dimension ▪ The VET institution leaves it up | <ul style="list-style-type: none"> ▪ The VET institution has technological equipment which, however, is only used in some classrooms as part of learning environment projects due to the availability of individual teachers ▪ The VET institution promotes interventions for the conscious use of technology ▪ The VET institution has non-continuous and unstructured projects for the use of | <ul style="list-style-type: none"> ▪ The VET institution has technological equipment and is developing learning environments using new methodologies ▪ The VET institution carries out training on the conscious use of new technologies and has initiatives for understanding the language of the mass media ▪ The VET institution takes care of the use of mass media to promote inclusion and in some | <ul style="list-style-type: none"> ▪ The VET institution equips rich learning environments that consider technologies as effective tools for the active involvement of students ▪ The VET institution continuously provides training in the conscious use of new technologies and the understanding of mass media language ▪ The VET institution nurtures |

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| <p>to the teachers to inform families about the risks connected to the use of mass and social media and has no interaction with the territory in this sense</p> | <p>technology to promote inclusion</p> <ul style="list-style-type: none"> ▪ The VET institution informs families about the risks connected to the use of mass and social media and has fragmented interactions with the territory in this sense | <p>cases considers the intercultural dimension linked to mass media and social media</p> <ul style="list-style-type: none"> ▪ The VET institution informs families about the risks connected to the use of mass media and involves them in some cultural initiatives/involves the local area in some cultural initiatives | <p>the use of mass media to promote inclusion and the intercultural dimension</p> <ul style="list-style-type: none"> ▪ The VET institution involves families and interacts with the context for technical aspects and cultural content |
|---|--|--|---|

Evaluation questions for complemented interview with representatives of the VET institution:

Do you think the VET institution adequately considers training with the use of new technologies in learning environments?

Notes:

Do you think the VET institution is adequately active in training students' skills in the conscious use of new technologies?

Notes:

Do you think the VET institution considers aspects of inclusion and interculturalism in the media and social media and develops cultural projects in this regard?

Notes:

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| |
| Evaluators own question |
| Notes: |
| |
| Evaluators own questions |
| Notes |
| |

Evaluators reflection on the degree of quality of the indicator in the institution/program.

- Does the VET institution have resources internally to improve? Which ones and how?
- Does the VET institution have resources externally to improve? Which ones and how can they be mobilised?
- On which priority for improvement should it intervene?

Use of new technologies in training

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

Training in the conscious use of new technologies

Strengths of the VET institution/VET programme:

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| |
| Weakness of the VET institution/VET programme: |
| Inclusion and intercultural projects based on knowledge and use of mass and new media |
| Strengths of the VET institution/VET programme: |
| Weakness of the VET institution/VET programme: |



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General comments for the VET institution

2.4.2. Matching of Governmental and Refugees' Goals*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

Finding a meeting point between the needs/opportunities of the territory and the aspirations of refugee students is crucial for the success of their integration paths. The VET institution plays a crucial role in this process. Determinants include the resources and tools that the VET institution has at its disposal from a regulatory perspective and that it activates on its own initiative.

Three different dimensions of this process can be distinguished. One dimension is related to the institutional aspect, particularly:

1. The degree of autonomy the VET institution has in defining, updating, and modifying its educational pathways/curriculum in relation to the demands of the local job market.
2. The extent to which the VET institution has tools to establish connections with the local community for work-related experiences; for example, in Italy, through PCTO (Paths for cross-curricular and career guidance skills in collaboration with external entities), orientation activities, and social and employment integration (internships, integrated training with external partners).

A second dimension is the cultural one, referring to how much and in what way the VET institution interprets its role as a promoter of social, cultural, and economic development in its own community. Additionally, it relates to how the VET institution perceives the challenges of contemporary society in relation to its educational process (educational vision, consideration of ongoing innovations, societal transformations, and sustainability issues), and how it fosters sensitivity and in-depth exploration of these issues within its context.

The third dimension concerns the VET institution's ability to work for individual students or groups of students, enabling their effective social and employment integration. For example, this may involve setting up placement offices.

Possible sources for the evidences

| In a further step the following requirements are the most common in vocational projects: | The evaluator could find the evidences in the following documents and tests: |
|--|--|
| The VET institution utilizes the regulatory resources available for collaboration with the | Document analysis |

| | |
|---|---|
| <p>community, equipping appropriately trained personnel responsible for coordination, and scheduling permanent institutional meetings for collaborations on educational activities, internships, and employment integration</p> | <ul style="list-style-type: none"> ▪ Curriculum ▪ Educational pathways ▪ Description of relationships with external entities ▪ Organizational chart ▪ Description of activities of interinstitutional working groups <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Interviews with the VET institution principal and mid-management figures |
| <p>The VET institution conducts in-depth activities and training on contemporary challenges for teachers, students, and the external community; it adapts its educational and training vision with sensitivity to innovation</p> | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Documentation of training activities on current topics ▪ Projects applied in teaching activities <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Interview with the principal about the VET institution staff's sensitivity to educational challenges and their ability to incorporate innovative inputs into their disciplinary areas |
| <p>Social and Employment Integration Support and Assistance: 2 different levels</p> <p>The VET institution fosters the motivation to become an active member of society and the student's ability to socially integrate, taking into account their cultural background.</p> <p>The VET institution aligns the student's resources with the employment opportunities in the local community.</p> | <p>Document analysis</p> <ul style="list-style-type: none"> ▪ Presence of guidelines and/or formats for tutoring activities and the development of cross-functional skills ▪ Documentation of personalized vocational training pathways (student curriculum) ▪ Presence of placement services up to one year after obtaining the diploma <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Interviews with the principal and responsible personnel. |



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| adding more additional sources | |
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Evaluation questions for document analysis

The VET institution values regulatory tools and is committed to promoting cultural and professional resources for the employment and social integration of students?

- 1 - Insufficiently
- 2 - Sufficiently
- 3 - Adequately
- 4 - Very much

The following scoring method is only a suggestion. The scales and marks can be changed by the evaluator.

| Insufficiently | Sufficiently | Adequately | Very much |
|--|---|---|--|
| <ul style="list-style-type: none"> ▪ Uses regulatory tools in a bureaucratic manner. ▪ Does not promote significant cultural insights for VET institution innovation. ▪ Provides only information to students, does not address the individual needs of refugee students, and does not align them with local opportunities. | <ul style="list-style-type: none"> ▪ Regularly uses regulatory tools but lacks stability in appointments and effective coordination with limited interaction with the community. ▪ Promotes cultural insights sporadically and without structure / Promotes cultural insights based on the interests of a portion of the teaching staff. ▪ Manages students' work experiences but struggles to | <ul style="list-style-type: none"> ▪ Utilizes regulatory tools with good interaction with the community but with deficiencies in appointments and coordination / Utilizes regulatory tools with appointments and coordination but with limited interaction with the community. ▪ Promotes cultural insights that, however, do not lead to concrete innovations / Promotes cultural insights | <ul style="list-style-type: none"> ▪ Effectively utilizes regulatory tools with intense interaction with the community and careful management of appointments and coordination. ▪ Promotes significant cultural insights and connects them to concrete innovations in the VET institution that are embraced by the entire community. |

| | | | |
|--|--|---|---|
| | <p>effectively customize employment integration.</p> | <p>that, however, do not garner interest from the entire community.</p> <ul style="list-style-type: none"> ▪ Fosters students' motivation and their ability to integrate into the workforce, organizes work experiences but does not yet have a placement service. ▪ Engages in reflection activities on the effectiveness of its educational activities but in an unstructured manner. | <ul style="list-style-type: none"> ▪ Fosters students' motivation and their ability to integrate into the workforce, organizes work experiences and placement services with monitoring of the effectiveness of the activities. ▪ Conducts self-assessment activities of the services and incorporates feedback from external stakeholders and students. |
|--|--|---|---|

Evaluation questions for complemented interview with representatives of the VET institution:

Do you consider the current regulations sufficient to act effectively (constraints, lack of human resources, lack of financial resources, etc.)?

Notes:

Is there enough sensitivity in the community to the cultural challenges that education must address for effective social and employment integration? If not, for what reasons, and how could one intervene to increase it?

Notes:

Is there widespread interest among teachers in aligning students' characteristics with local opportunities? If yes, how is it done?

Notes:



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| <p>Is there a receptive context willing to collaborate with the VET institution on integration and employment placement projects? How can this collaboration be increased?</p> |
| <p>Notes:</p> |
| <p>Evaluators own question</p> |
| <p>Notes:</p> |
| <p>Evaluators own questions</p> |
| <p>Notes</p> |

Evaluators reflection on the degree of quality of the indicator in the institution/program.

- Does the VET institution have internal resources for improvement? What are they and how can they be utilized?
- Does the VET institution have external resources for improvement? What are they and how can they be mobilized?
- On which improvement priority should the VET institution focus?

VET institution autonomy in defining, updating, and modifying its educational pathways/curriculum in relation to local employment demands

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

Tools for establishing connections with the local community for work experiences, orientation activities, and social and employment integration (internships, integrated training with external partners).

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:



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Initiatives for individual students or groups of students, for their effective social and employment integration, such as setting up placement offices

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

General comments for the VET institution

3. OUTPUT INDICATORS

3.1 TEACHERS AND TRAINERS

3.1.1. Assessment of Learning Progress

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

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|---|
| <p>Refugee student evaluation serves two key purposes:</p> <ul style="list-style-type: none"> ▪ informing educators and, ▪ empowering students. <p>- It can be tests or skills demos, but must be explicit, detailed, constructive, and promote reflection and self-evaluation.</p> <p>However, if seen as personal judgment, it can demotivate.</p> <ul style="list-style-type: none"> ▪ Teachers should acknowledge biases, cultural nuances, and cultivate a culture valuing errors as learning opportunities. ▪ Evaluators must align with school, teacher, and learner objectives: <ul style="list-style-type: none"> - Showing progress, adapting plans, and nurturing self-monitoring and self-esteem. |
|---|

Possible sources for the evidence

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

| The following aspects of assessment of learning progress could be considered: | The evaluator could find the evidence in the following documents and situations: |
|--|--|
| Standards are announced and published in due time Standards are reminded frequently | <ul style="list-style-type: none"> ▪ Documents provided by the school ▪ Programme information ▪ Curriculum guidelines ▪ Checklist |
| Vocational standards are not polluted by language mastery | <ul style="list-style-type: none"> ▪ Documentation in different languages ▪ Rubric or checklist |
| Teachers and students are aware of the negative consequences of conceiving error only as mistake and not as a learning possibility | <ul style="list-style-type: none"> ▪ Assessment documents make explicit that mistakes along the process will not be taken into account when calculating the final grading |

| | |
|--|--|
| | <ul style="list-style-type: none"> ▪ Written or verbal feedback in relation to the standards |
| Adaptability of tests to learners' competences | <ul style="list-style-type: none"> ▪ 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 |
| adding more sources | |

1.3. Evaluation questions for document analysis

Is there evidence of assessment of learning progress?

- No
- Yes

➤ If yes:

| Which aspects of learning progress are assessed? (e.g., knowledge acquisition, work procedures, practical skills) | How are the assessments conducted? (e.g., tests, practical demonstrations, feedback from trainers and supervisors) | How is the assessment documented or recorded? (e.g., assessment reports, individual progress profiles) |
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Evaluation questions for complementary interview with representatives of the VET institution:

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| <p>How does the evaluation inform teachers/trainers about their teaching/training results? Why are these evaluation requirements important for VET programmes, especially for refugees?</p> |
| <p>Notes:</p> |
| <p>How does the evaluation of refugee students' learning progress contribute to organizing learning activities tailored to their individual requirements and capacities? Can you provide specific examples or evidence of how the evaluation has contributed to organising tailored learning activities?</p> |
| <p>Notes:</p> |
| <p>Is there a support structure to inform refugee students about the necessary evaluation requirements? How does this assessment information strengthen refugee students' ability to learn?</p> |
| <p>Notes:</p> |
| <p>Have resources been allocated to deal with the costs incurred by the assessment of learning progress?</p> <p>What are the consequences of the evaluation requirements on the institution's resources?</p> |
| <p>Notes:</p> |

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| Does the assessment process for refugee students include measures to address prejudice and cultural differences? |
| Notes: |
| Are there documented procedures or guidelines for adapting evaluation methods to accommodate language barriers and cultural differences, ensuring fair and equitable assessments for refugee students? Can you provide concrete examples or evidence of how these documented procedures or guidelines for adapting evaluation methods have been implemented successfully? |
| Notes: |
| Is there a system in place to regularly review and update the evaluation criteria and methods used for refugee students' learning progress to ensure they remain relevant and effective? Can you show evidence for it? |
| Notes: |
| Is there a documented system in place that tracks the progress of refugee students throughout their VET programme, ensuring continuous monitoring and adjustment of learning activities to meet their evolving needs and capacities? |
| Notes: |
| Evaluators own questions |
| Notes |



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| Evaluators own questions |
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Evaluators reflection on the degree of quality of the indicator in the institution/programme.

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

- Communicating assessment criteria to the target group
- Ensuring understanding of assessment expectations
- Providing feedback on learning progress
- Promoting student engagement and motivation
- Ensuring fairness and equity

Communicating assessment criteria to the target group

Strengths of the VET institution/VET programme:

Weaknesses of the VET institution/VET programme:

Ensuring understanding of assessment expectations

Strengths of the VET institution/VET programme:

Weaknesses of the VET institution/VET programme:

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| Providing feedback on learning progress |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |
| Promoting student engagement and motivation |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |

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| Ensuring fairness and equity |
| Strengths of the VET institution/VET programme: |
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| Weaknesses of the VET institution/VET programme: |
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| General comments for the school |
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3.1.2. Evaluation of Teaching Methods

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

The evaluation of teaching methods is a practical way to reflect and overthink existing teaching methods to identify successful parts of courses and to know what needs to be improved. The following main objectives of this indicator should be considered in the evaluation:

1. Timing of evaluation

The evaluation activities can take place throughout a course or 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.

2. Evaluators

➤ Students

It might be sometimes more difficult to get a teaching evaluation directly from the students, e. g. because of lacking language skills. Nevertheless, there are several methods for getting a valid evaluation from the participating students (e. g. language-sensitive feedback).

➤ Other stakeholders

It is even more effective to additionally collect data from multiple sources (triangulation), such as trainers, 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.

3. Methods of evaluation

A continuous culture of evaluating teaching methods can be recorded in written form but also in verbal form and can be compared from time to time. Also, the evaluation can be conducted intern or extern. Furthermore, the focus can be made on the process or on the outcome.

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.

Possible sources for the evidence

It is good to know what could serve evidence of the evaluation of the teaching methods applied in the vocational training of the refugees and where can it be found.

| The following evidences of the evaluation of the teaching methods carried out in vocational projects for the refugees could be considered: | The evaluator could find the evidence in the following documents and situations: |
|--|--|
| Data on if the teaching methods have been evaluated and in what form | <ul style="list-style-type: none"> ▪ Documents provided by the school about its evaluation activities and the topics of evaluation |
| 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 e.g., an index that they could evaluate the whole course or only a part of it provided by the school |
| 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 |
| adding more additional sources | |

Evaluation questions

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| Which methods are used to evaluate the teaching method? |
| Notes: |

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| What is the outcome of the evaluation and how often is it conducted? |
| Notes: |
| Which is the reference for the evaluation of teaching method in this specific case? |
| Notes: |
| Is there an evaluation in the mid-term of a project or at the end? |
| Notes: |
| Which stakeholders are involved in the evaluation process and what is the interest of each stakeholder? |
| Notes: |
| What is the effect on each stakeholder after the evaluation? |
| Notes |

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| Are there determined standards for the evaluation of the teaching methods for refugees? |
| Notes |
| Does the form and time of evaluation consider the language level of the refugees, time of enrolment and abilities to allow their contribution to the evaluation? |
| Notes |
| Evaluator's own questions |
| Notes |
| Evaluator's own questions |
| Notes |

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| General comments for the school |
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3.2 LEARNERS: ABSENCES AND DROPOUT RATE

Please note that each instrument needs to be individualised for specific context conditions.

Brief description of the indicator

Across Europe, people with a migrant background often have a lower chance of completing vocational training due to differences in origin, mother tongue, religious affiliation and schooling, and at the same time a higher risk of dropping out. The causes of early dropout and absence from VET are complex and multifaceted. Dropouts and absences from VET are not results of one risk factor, as many individual, structural and institutional factors interact at the same time:

- Individual factors e.g.: lack of motivation, underprivileged educational backgrounds, belonging to a minority group etc.
- Structural factors at institutional level e.g.: learning atmosphere, student-teacher ratio, the size of the organization etc.
- Further: Legal restrictions (e.g., for asylum seekers), work discrimination and structural barriers limit the possibility of choosing the desired school or training

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.

Therefore, measures can be taken at institutional level to reduce drop-out and absenteeism rates of learners in VET programmes.

1.2. Possible sources for the evidences

It is good to know what could serve an evidence of interventions and/or strategies in place to reduce refugee absenteeism and dropout rates

| In a further step the following requirements are the most common in vocational projects: | The evaluator could find the evidences in the following documents and tests: |
|--|--|
| 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 |

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| | institutions with which the measure 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 |
| adding more sources | |



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Document analysis: Does the school/organisation have intervention and/or strategies in place to reduce refugee absenteeism and dropout rates?

- NO
- YES:

| Which interventions and/or strategies are offer to prevent or reduce early dropouts and absenteeism? (e.g. In-school counselling services, Internal guidelines for dealing with absences, Flexible prevention and support system to prevent refugees from dropping out etc.) | How is the intervention/strategy checked? (e.g. internal by testing, external by certificate) | How is the intervention/strategy documented? |
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Questionnaire for complemented interview with representatives of the VET institution:

| Does the school/organisation have arrangements and/or strategies in place to reduce refugee absenteeism and dropout rates? | Examples for possible material or documents of evidence | Present? |
|--|---|--|
| Is information (offered in different languages) about the national VET system and potential possibilities of VET programmes provided, so that refugees can make a conscious decision about their future education? | <i>Website, Flyer</i> | <input type="checkbox"/> YES To what extent: <input type="checkbox"/> NO |
| Does the School/Institution focus on the validation and recognition of prior qualifications to ensure best fit with the VET system? | <i>Crediting procedure of the educational institution</i> | <input type="checkbox"/> YES To what extent: <input type="checkbox"/> NO |

| | | |
|--|---|--|
| <p>Is a positive school or workplace culture including a welcoming environment free of discrimination or racism prevalent?</p> | <p><i>In-school counselling services for refugees, in-school support services for the recognition of qualifications from the home country</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |
| <p>Is the school or workplace embracing diversity and inclusion?</p> | <p><i>School certification, such as 'School of Diversity' or else, Reflection of diversity in the programme-curriculum and sensitivity to global events that impact refugee youth</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |
| <p>Is special training for trainers and teachers to foster intercultural competences and to understand the multiple challenges and experiences of refugees provided?</p> | <p><i>Training material, Survey among the teachers</i></p> <p>You can find a more detailed explanation in section <i>Special Training for trainers</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |

| | | |
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| <p>Is there a flexible prevention and support system that prevents refugees from dropping out of training and is the Institution providing appropriate support within different communities based on individual needs?</p> | <p><i>Records of identifying those at risk of dropping out of school by assessing the strengths and weaknesses of students deemed important in the learning environment to assess what type of support is most appropriate (Student files)</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |
| <p>Is there a mixed class composition with a balanced ratio of "native" youth and refugees or youth from ethnic minorities and heterogeneous groups?</p> | <p><i>i.e. Class and student profiles, language and cultural background profiles</i></p> <p>You can find a more detailed explanation in section <i>Composition of Class</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |
| <p>Is adequate school education in the field of linguistics and with regard to the social integration of young refugees being promoted?</p> | <p><i>e.g. School curriculum, information material</i></p> | <p><input type="checkbox"/> YES To what extent:</p> |

| | | |
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| | <i>about the educational programme</i> | <input type="checkbox"/> NO |
|--|--|-----------------------------|

Evaluators reflection on the degree of quality of the indicator in the institution/programme:

Does the school/organisation have Interventions and/or strategies in place to reduce refugee absenteeism and dropout rates?

| Interventions and/or strategies in place to reduce refugee absenteeism and dropout rates: | Examples, possible material or documents of evidence: | Reflection on the degree of quality of the indicator in the institution/programme: |
|--|---|---|
| In-school counselling services | <ul style="list-style-type: none"> ▪ Social pedagogues ▪ Social workers | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |

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|--|---|---------------------------------------|
| <p>Internal guidelines for dealing with absences</p> | <ul style="list-style-type: none"> ▪ Parent meetings ▪ Contacting support networks (NGOs) etc. | <p>Strength of the VET Programme:</p> |
| | | <p>Weakness of the VET Programme:</p> |
| <p>Positive school or workplace culture</p> | <ul style="list-style-type: none"> ▪ Survey of pupils, teachers and training institutions with which the measure cooperates ▪ Welcoming environment free of discrimination or racism – 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 | <p>Strength of the VET Programme:</p> |
| | | <p>Weakness of the VET Programme:</p> |

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| | | |
| Flexible prevention and support system to prevent refugees from dropping out | <ul style="list-style-type: none"> 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 (student files) | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| 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 | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |

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|---|--|--------------------------------|
| Sufficient language training to reduce linguistic barriers and to enable social inclusion | <ul style="list-style-type: none"> ▪ Programme information | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| 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 | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| 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 | Strength of the VET Programme: |



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| | of VET programmes, so that refugees can make a conscious decision about their future education | Weakness of the VET Programme: |
|--|--|--------------------------------|

2.2. INTERACTIONS WITH THE ENVIRONMENT

2.2.1 Certifications and Their Recognition in the Labour Market

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

The development of professional skills is of utmost importance for personal growth and is the essential prerequisite for entry into the job market. These skills can be acquired through classroom training, internships, and work experiences and require precise systems of evaluation and certification. Such certifications are typically obtained at the end of a training program and attest to the specific knowledge and skills of the individual. They are awarded directly by the educational system and follow specific guidelines to ensure the preparedness of students and facilitate their entry into the job market.

In the specific case of refugees, it is vital that the educational institution possesses a flexible and effective methodology for assessing and certifying knowledge, one that can consider not only what has been acquired during the educational journey but also prior 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 skills that often have not been previously evaluated but may be important for building a personal skills portfolio. This process is certainly important during candidates' entry into the educational journey to facilitate their orientation, but it is especially crucial for their entry into the world of work. For this reason, the institution must provide students with all the tools necessary for assessing, certifying, and enhancing their possessed and acquired skills, as well as strategies to facilitate their entry into the job market.

For the assessment of skills, it is important for schools to consider the 8 key competences for lifelong learning defined by the Council of Europe (including the transversal and socio-emotional dimensions) and to use formalized certification systems for digital and linguistic competences for their use in further studies and in the world of work.

Possible sources for the evidences

| In a further step the following requirements are the most common in vocational projects: | The evaluator could find the evidences in the following documents and tests: |
|--|---|
| Presence of a protocol/tools for skills assessment | Documents <ul style="list-style-type: none"> ▪ Curriculum/ Educational offerings plan |

| | |
|---|---|
| | <ul style="list-style-type: none"> ▪ Tools for competency assessment. <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| Consideration of skills acquired during informal and non-formal training and their use for customizing pathways. | <p>Documents</p> <ul style="list-style-type: none"> ▪ Tools and protocols for competency assessment ▪ Individual training agreements <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| Detection of language skills/certifications and digital skills/certifications, and opportunities to acquire them. | <p>Documents</p> <ul style="list-style-type: none"> ▪ Existence of a data collection system for certifications of teachers and students. ▪ Existence of protocols/tools for the certification of language and digital skills. ▪ Individual training agreements. ▪ Projects for the development of language and digital skills <p>On-site visit</p> <ul style="list-style-type: none"> ▪ Presence of specific resources and environments <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| Soft skills evaluation | <p>Documents</p> <ul style="list-style-type: none"> ▪ Curriculum/Educational Offer Plan: guidelines for methods and tools. |

| | |
|---|---|
| | <ul style="list-style-type: none"> ▪ Individual training agreements and profiles of cross-functional competence. <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| <p>Ongoing assessment of skills (both prior and acquired), including practical tests (formative assessment).</p> | <p>Documents</p> <ul style="list-style-type: none"> ▪ Educational Offer Plan: Methods and tools for ongoing assessment. ▪ Remediation and enhancement activities. <p>On-site visit</p> <ul style="list-style-type: none"> ▪ Organization and management of ongoing assessment and practical assessments <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| <p>Connections with other institutions to ensure internship periods and the certification of skills acquired during them.</p> | <p>Documents</p> <ul style="list-style-type: none"> ▪ Active agreements or accords for internships with references to national and European regulations. ▪ Data on activities performed during internships. <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| <p>Support in writing the curriculum vitae (CV) and in job orientation and placement.</p> | <p>Documents</p> <ul style="list-style-type: none"> ▪ Educational offerings plan ▪ Any specific projects. |

| | |
|---|---|
| | <ul style="list-style-type: none"> ▪ Individual training agreements. <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| <p>Utilization of institute evaluation outcomes, national standardized tests (if applicable), and certification of key competences for self-assessment of the effectiveness of training pathways.</p> | <p>Documents</p> <ul style="list-style-type: none"> ▪ Educational Offer Plan and self-assessment reports. ▪ Improvement/development plan. <p>Interviews/questionnaires</p> <ul style="list-style-type: none"> ▪ Questions directed at principals, teachers, and students |
| <p>adding more additional sources</p> | |

Evaluation questions for document analysis

The VET institution assesses competencies upon entry, during the course, and upon completion, taking into account formal, non-formal, and informal dimensions, using predefined systems while also paying attention to individual specificities and the use of certifications in the world of work:

- 1 - Insufficiently
- 2 - Sufficiently
- 3 - Adequately
- 4 - Very much

The following scoring method is only a suggestion. The scales and marks can be changed by the evaluator.

| Insufficiently | Sufficiently | Adequately | Very much |
|---|--|---|--|
| <ul style="list-style-type: none"> ▪ Has a system for assessing outgoing competencies. ▪ For certification purposes, only considers formal aspects and leaves the consideration of the incoming competency profile and informal/non-formal aspects to the discretion of teachers. ▪ Does not have a connection system between student competencies and internship offerings. ▪ Leaves it to the initiative of | <ul style="list-style-type: none"> ▪ Has a protocol and tools for the evaluation and certification of outgoing competencies and ongoing assessment. ▪ Considers formal competencies and leaves it to the discretion of teachers to consider non-formal and informal dimensions during the entry phase. ▪ Leaves it to the discretion of teachers to establish connections between student competencies and internship | <ul style="list-style-type: none"> ▪ Has a protocol and tools for assessing competencies upon entry, during the course, and upon completion but does not include specific provisions for refugee students. ▪ Considers formal, non-formal, and informal competencies even during the entry phase. ▪ Considers individual competencies for matching with internship offerings. ▪ Conducts continuous | <ul style="list-style-type: none"> ▪ Has a protocol and tools for assessing competencies upon entry, during the course, and upon completion that allow for flexibility in capturing the specificities of refugees. ▪ Considers a wide range of competency fields, including cross-functional dimensions, with references to formal, non-formal, and informal dimensions. |

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| <p>teachers to gather internship information.</p> <ul style="list-style-type: none"> Does not have organized supports for student self-assessment, and the preparation of the curriculum vitae does not have placement offices. Does not collect data related to assessments and certifications for institute self-assessment purposes. | <p>offerings.</p> <ul style="list-style-type: none"> Collects data only at the end of internships for the purpose of integrating formal evaluation. Encourages self-assessment but does not provide predefined supports for job placement. Collects data related to outgoing evaluations in a purely statistical form. | <p>assessments and evaluations of competencies, including those acquired during internships.</p> <ul style="list-style-type: none"> Encourages self-assessment but does not provide predefined supports; provides CV writing services upon request; refers students to external placement services upon request. Makes assessment and certification data available for reflection by teachers on the effectiveness of the educational process. | <ul style="list-style-type: none"> Considers individual competencies for matching with internship offerings. Conducts continuous assessments and evaluations of competency development, including those acquired during internships. Provides supports for student self-assessment, CV writing, and has placement offices. Utilizes assessment and certification data in the institute's self-assessment system for improving the educational offerings. |
|---|---|--|--|

Evaluation questions for complemented interview with representatives of the VET institution:

Do you believe that the VET institution adequately considers informal and non-formal aspects for the definition of educational pathways and competency certifications?

Notes:

Do you believe that the VET institution also adequately considers cross-functional competency aspects and promotes them?

Notes:

Do you believe that the VET institution collects data for the purpose of student self-assessment, its own development plan, and the definition by teachers of personalized educational pathways and internships placement?

Notes:

| |
|---|
| Do you believe that the VET institution has effective connections with the world of work for a wide range of internships and job placement opportunities? |
| Notes: |
| Evaluators own question |
| Notes: |
| Evaluators own questions |
| Notes |

Evaluators reflection on the degree of quality of the indicator in the institution/program.

- Does the VET institution have internal resources for improvement? What are they, and how can they be utilized?
- Does the VET institution have external resources for improvement? What are they, and how can they be mobilized?
- What priority for improvement should the VET institution focus on?

Consideration of informal and non-formal aspects upon entry, during the course, and upon completion

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

Range of competencies considered and opportunities for linguistic and computer certifications

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:



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Guidance and job placement services implemented by the VET institution

Strengths of the VET institution/VET programme:

Weakness of the VET institution/VET programme:

General comments for the VET institution

2.2.2 Measurement of the Attainment of Learning Objectives*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

*The assessment of refugee students in VET has two main goals: certification for job access and supporting their learning.

Assessment methods include tests and skill demonstrations. Language proficiency challenges oral and written tests.

Validating skills regardless of where they were learned aids educational progress and job transition, including non-formal and informal learning.

Teachers:

- Should value unintended and informal learning, recognising its career and well-being benefits.
- Use interactive and dialogue-based assessments for certification and support. Avoid cultural bias when assessing diverse students.
- Clarify social norms and objectives for refugee students. Explain assessment results and goals, especially to them.
- Utilise work-related activities for practical skill demonstrations. Consider tools like the EU Skills Profile Tool.

Possible sources for the evidence

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

| The following indices of measurement of the attainment of learning objectives could be considered: | The evaluator could find the evidence in the following documents and situations: |
|--|--|
| Successful match between learning process and qualifications obtained in the VET programme | <ul style="list-style-type: none"> ▪ Teachers' reports ▪ Exams, tests, favorable activities ▪ Student transcripts or records ▪ Employer feedback |
| 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"> - Assessment criteria - Examination circumstances and requirements |

| | |
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| | <ul style="list-style-type: none"> ▪ Curricula detailing the standards, norms, objectives and assessment criteria ▪ Rubrics or assessment guidelines ▪ Sample assessments or examples of assignments |
| Assessment free of bias and discriminatory practices | <ul style="list-style-type: none"> ▪ Chances to conduct verbal and practical assignments where students can express themselves freely ▪ Assessment policies or guidelines ▪ Complaints or allegations records |
| Activities to promote and demonstrate language skills during the assessment process | <ul style="list-style-type: none"> ▪ Documentation provided in other languages than the native one in the school ▪ Assessment tasks ▪ Rubrics or assessment criteria ▪ Examples of language-focused assessment activities ▪ Exams provided in native language and mother tongue of students of migrant origin |
| adding more sources | |

Evaluation questions for document analysis

Is the attainment of learning objectives being assessed?

- No
- Yes

➤ If yes:

| Which measures are observed? (e.g. Tests, reports, practical demonstrations, dialogue-based assessments, previous certificates and statements, rubrics, guidelines, assessment policies, exams) | How is the attainment measure checked? (e.g. internal by testing, external by certificate) | How is the measurement of the attainment of learning objectives documented? |
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Evaluation questions for complementary interview with representatives of the VET institution:

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| <p>Are diverse assessment methods employed to certify and support the learning process of refugee students in VET? Please furnish specific examples of assessment methods, such as portfolio samples or project evaluation criteria.</p> |
| <p>Notes:</p> |
| <p>Do norms and standards exist to facilitate the learning of these students, and are these standards uniform for all students? Could you kindly provide documentation outlining the specific norms and standards established by the institution to support the learning of refugee students?</p> |
| <p>Notes:</p> |
| <p>How are the rationale and objectives of the assessment process elucidated to refugee students? Can you share materials or documents utilized for this purpose, such as orientation guides or handouts?</p> |
| <p>Notes:</p> |
| <p>What are the repercussions of the assessment methods employed to gauge the attainment of learning objectives for refugee students in VET programmes? Are there any empirical data or evidence demonstrating the positive outcomes and benefits of these assessment methods, including reports on academic improvements, feedback from students, or testimonials from educators?</p> |
| <p>Notes:</p> |
| <p>Are learning objectives developed collaboratively between teachers and refugee students? Could you provide materials or documents exemplifying the collaborative formulation of individualized</p> |

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| learning objectives for refugee students, such as goal-setting worksheets or records of student-teacher meetings? |
| Notes: |
| Do refugee students receive clear explanations regarding the reasons behind their assessment results? Can you share any documentation or materials employed by teachers to communicate assessment results to refugee students, such as feedback forms or assessment explanation guides? |
| Notes: |
| Do the assessment methods employed in VET programmes accommodate the varying language proficiency levels of refugee students? Could you provide examples illustrating how performance-based assessments have been utilised to evaluate the skills of refugee students with diverse language proficiency levels? |
| Notes: |
| How does the VET institution validate the prior learning of refugee students to acknowledge their existing skills and knowledge? Are there any materials or documents pertaining to the validation process, such as interview guidelines or records of practical tests employed to acknowledge the prior learning of refugee students? |
| Notes: |

Evaluators own questions

Notes:

Evaluators reflection on the degree of quality of the indicator in the institution/program.

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

- Consideration of inclusion and diversity in the measurement of the attainment of learning objectives
- Consideration of the prior learning of refugees in the measurement of the attainment of learning objectives
- Consideration of the measures to face possible assessment bias and discrimination prevention
- Promotion of culturally responsive assessment practices
- Identification and utilization of alternative assessment strategies

Consideration of inclusion and diversity in the measurement of the attainment of learning objectives

Strengths of the VET institution/VET programme:

Weaknesses of the VET institution/VET programme:

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| Consideration of the prior learning of refugees in the measurement of the attainment of learning objectives |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |
| Consideration of the measures to face possible assessment bias and discrimination prevention |
| Strengths of the VET institution/VET programme: |
| Weaknesses of the VET institution/VET programme: |
| Promotion of culturally responsive assessment practices |
| Strengths of the VET institution/VET programme: |

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| Weaknesses of the VET institution/VET programme: |
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| Identification and utilization of alternative assessment strategies |
| Strengths of the VET institution/VET programme: |
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| Weaknesses of the VET institution/VET programme: |
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| General comments for the school |
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2.2.3 Employability*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

Employability represents an applicability or ability for an employment and explains the ability to acquire the skills required by changing labor market needs. Furthermore, it represents the willingness to consistently acquire the skills and competences required in the labour market.

It 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 labor market. For employability not only a special knowledge is important, but in particular the ability to adapt to new situations, solve problems and take over the responsibility.

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.

Evaluators reflection on the degree of quality of the indicator in the institution

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

- Clear reference of the training content to the needs of the labour market.
- Promotion of social skills, flexibility, adaptability.
- Promotion of the ability to adapt to new situations, solve problems and take over responsibility

Clear reference of the training content to the needs of the labour market

Strengths of the VET institution/VET programme:

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| Weakness of the VET institution/VET programme: |
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| Promotion of social skills, flexibility, adaptability |
| Strengths of the VET institution/VET programme: |
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| Weakness of the VET institution/VET programme: |
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| Promotion of the ability to adapt to new situations, solve problems and take over responsibility |
| Strengths of the VET institution/VET programme: |
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| Weakness of the VET institution/VET programme: |
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Possible sources for the evidence

It is good to know what could serve evidence of structural implementations that support the acquisition of the 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 evidences in the following documents and situations: |
|--|---|
| 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 |
| 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 no successful employment |
| 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 |
| Students' performance of employability skills | <ul style="list-style-type: none"> ▪ Supervising and accompanying alumni of the training |
| Activities to promote the employability during the VET programme | <ul style="list-style-type: none"> ▪ Providing internships ▪ Job fair ▪ Network between the VET provider and companies |
| adding more sources | |

Evaluation questions

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| <p>How many participants get a job directly after and especially as a result of the training? How high is the transition rate from training to employment?</p> |
| <p>Notes:</p> |

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| Is this employment in the same sector in another, but similar related sector with similar competences as learnt in the training? |
| Notes: |
| How long is a participant employable in the labour market? |
| Notes: |
| Is this employment in the same sector as learnt in the training or in another, but similar related sector? |
| Notes: |
| How high is the matching rate between training and employment? |
| Notes: |
| How many and which courses has been visited after the VET training? |
| Notes |

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| Evaluators own questions |
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| Evaluators own questions |
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| General comments for the school |
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2.2.4 Bildung, Empowerment and the Feeling of Being an Active Member of Society*

Please note that each instrument needs to be individualized for specific context conditions.

Brief description of the indicator

The German term “Bildung” is not easily translated into the English language because it means more than “education” and implies the cultivation of a profound intellectual culture and “self-cultivation”. Apart from technical knowledge and theoretical knowledge also “practical” wisdom should be generated, which is often colloquially referred to as “useful knowledge”. The concept is often used to criticize instrumentalist ways of creating “useful” knowledge. “Bildung” is a continuous process without an objective or end, which implies that it is hard to define, implement and measure. It can be seen as the empowerment of being cultured, not being adapted, people are cultured to be an active part of society, not adapted to accept all existing boundaries.

This empowerment can therefore be understood as a multidimensional social process that supports young refugees to gain control over their own lives and includes the implementation of what they have learned. One way how education and training can empower refugees is by “giving them a voice” through language learning, which will help their employability and their self-esteem. The goal is to give young refugees the tools that will help them become co-creating, critically thinking, self-helping, independent individuals. When evaluating an educational institution that trains young refugees, attention should be paid to whether the learning content is relevant to the real world and the labour market.

Possible sources for the evidence

It is good to know what could serve as evidence of structural implementations that support the possibility to get access to the program.

| <p>In a further step, the following requirements show how educational institutions can contribute to empowerment through “Bildung”:</p> | <p>The evaluator could find the evidence in the following documents and tests:</p> |
|--|---|
| <p>Intra-school support systems</p> | <ul style="list-style-type: none"> ▪ Student profile ▪ In-school counselling services for refugees ▪ Social pedagogues ▪ Other in-school counselling services ▪ Buddy programs |

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| Support systems outside the school | <ul style="list-style-type: none"> ▪ Collaboration with NGOs ▪ Program 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 program information ▪ Surveys among teachers, students and school board as appropriate |
| Offer of (additional) language training | <ul style="list-style-type: none"> ▪ Curriculum ▪ Program information |
| adding more sources | |

1.4. Document analysis: Does the school/organisation have any intervention and/or strategies in place in order to empower students in regard to “Bildung”? Do students feel like an active member of society?

NO

YES:

| Which interventions and/or strategies are offered to enhance the students' empowerment regarding “Bildung”? (e.g. In-school counselling services, Internal guidelines to increase missing/existing empowerment, Flexible prevention and support system to motivate people and make them feel included, etc.) | How is the intervention/strategy checked? (e.g. internal by testing, external by certificate) | How is the intervention/strategy documented? |
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| | | Weakness of the VET Programme: |
| Positive school or workplace culture | <ul style="list-style-type: none"> ▪ Survey of pupils, teachers and training institutions with which the measure cooperates ▪ A welcoming environment free of discrimination or racism – 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 program information/curriculum and sensitivity to global events that impact refugee youth | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| A flexible support system to enhance the refugees’ feeling of empowerment and inclusion | <ul style="list-style-type: none"> ▪ Identifying individuals at risk of feeling left out, not empowered or inspired by the program/”Bildung” by evaluating students’ strengths and weaknesses that are considered important in the learning environment to assess what type of support is most suitable (student files) | Strength of the VET Programme: |

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| | | Weakness of the VET Programme: |
| 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 | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Sufficient language training to reduce linguistic barriers and to enable social inclusion | <ul style="list-style-type: none"> ▪ Programme information | Strength of the VET Programme: |

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| | | Weakness of the VET Programme: |
| 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 | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| 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 | Strength of the VET Programme: |



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| | | Weakness of the VET Programme: |
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General comments for the school

2.2.5 Follow-up Courses*

Please note that each instrument needs to be individualised for specific context conditions.

Brief description of the indicator

The question “What’s next?” and the keywords of lifelong learning are of relevance for initial VET as well as continuing VET. After an educational measure, it is particularly important to deal with the issues of employability, follow-up courses, internships and any other kinds of further education in order to ensure the transfer of learning into the future.

As refugees have often been in the host country for only a short period of time, they mostly have a less developed network and therefore lack accurate information about the educational system and possible follow-up courses. Therefore, they need even more support than other VET students to get information about their post-course possibilities.

The accessibility of continuous VET courses or other educational measures is an important indicator of quality and it can highly influence the long-term employability of students.

Possible sources for the evidence

It is good to know what could serve as evidence of structural implementations that support the possibility to get access to possible follow up courses.

| In a further step, the following requirements are the most common in vocational projects: | The evaluator could find the evidence in the following documents and tests: |
|--|---|
| 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 with regard to possible of follow-up programmes | <ul style="list-style-type: none"> ▪ Survey among the school board ▪ In-school counselling ▪ Programme information ▪ Curriculum |
| Assessments of student retention after completion of the program (i.e. after one year) | <ul style="list-style-type: none"> ▪ Internal school statistics ▪ Cooperation with NGOs |
| Offer information opportunities for follow-up programs | <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 the school board |
| adding more sources | |

Evaluation questions for a complemented interview with representatives of the VET institution:

| Does the school/organization have arrangements and/or strategies in place to ensure follow-up courses? | Examples for possible material or documents of evidence | Present? |
|---|--|--|
| <p>What is the goal of the VET measure? Should students be in employment afterwards or in a follow-up measure (e.g. internship, following educational measure)?</p> | <p><i>Programme information, curriculum</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |
| <p>Is the aim of the programme clear to everyone involved?</p> | <p><i>Student survey, in-school statistic, programme information</i></p> | <p><input type="checkbox"/> YES To what extent:</p> |

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| <p>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?</p> | <p><i>In-school statistics, programme information, Existing information about further offers of the educational institution</i></p> | <p><input type="checkbox"/> YES To what extent:</p> <p><input type="checkbox"/> NO</p> |

Evaluators reflection on the degree of quality of the indicator in the institution/programme:

Does the school/organisation support the possibility to get access to possible follow up courses?

| Support for participation in and the offer of appropriate follow-up courses: | Examples, possible material or documents of evidence: | Reflection on the degree of quality of the indicator in the institution/programme: |
|---|--|--|
| <p>Sufficient information about the "qualification goal" of the measure</p> <p>(Integration into the labour market and employment, qualification for follow-up measure (e.g. internship, further training measure))</p> | <ul style="list-style-type: none"> ▪ Programme information ▪ Curriculum | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| <p>Ensuring, that the students/trainees understand the qualification objective of the measure</p> | <ul style="list-style-type: none"> ▪ Student survey, ▪ In-school statistics ▪ Programme information | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |

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| Subsequent survey to evaluate the success of the measure | <ul style="list-style-type: none"> ▪ Survey with graduates e.g. one year after the measure in terms of professional/school development ▪ Employment of graduates ▪ Graduates attending follow-up measures ▪ Contact network between school and workplace ▪ Contact network between school and social workers or else | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| In-school counselling services | <ul style="list-style-type: none"> ▪ Individual support and counselling by the educational institution for graduates in choosing possible follow-up courses or integration into the labour market (e.g. social workers) | Strength of the VET Programme: |
| | | Weakness of the VET Programme: |
| Future-oriented design of the measure | <ul style="list-style-type: none"> ▪ Statistic on the successful integration of graduates into the labour market ▪ Is the qualification through the measure sufficient as a basis for | Strength of the VET Programme: |



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| | further measures? (Reference point: Access requirements for internal and external further training measures) | Weakness of the VET Programme: |
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General comments for the school