SMILE

Promoting the Inclusion of Migrants in Adult Education

Gaps and Best Practices

Transnational Research Report 2018: Malta, Sweden, Slovenia, & Cyprus

Promoting the Inclusion of Migrants in Adult Education: Gaps Best Practices - Transnational Research Report: Malta, Sweden, Slovenia, & Cyprus - 2018

<u>This report has been developed by the following organizations:</u>

Foundation for Shelter and Support to Migrants (FSM) is a Maltese non-governmental organization focused on community development, adult education, research and service provision; working with diverse vulnerable third country nationals, including asylum seekers and persons with international protection.

Integration För Alla (IFALL) is a Swedish NGO which works in promoting integration between cultures and counteract violence between cultures in Sweden and in another countries.

The Institute for African Studies (IAS) NGO and think-tank focused on research, migration and integration, diversity, human-trafficking and advocacy through training, seminars, and conferences.

Centre for Advancement of Research and Development in Educational Technology LTD (CARDET)
one of the leading research and development center in the Mediterranean region with global expertise in project design and implementation, capacity building, and e-learning in the fields of education and VET, social justice and integration.

We would like to express our gratitude to all stakeholders and migrant learners who agreed to be interviewed for this report, and to all the teachers who took the time to complete our online survey.

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SUPPORTING MIGRANT INCLUSION IN ADULT EDUCATION (SMILE)

SMILE is a 2-year Erasmus+ project, started in October 2017, and led by the Foundation for Shelter and Support to Migrants (FSM) in Malta, together with Integration for All (IFALL) in Sweden, the Centre for the Advancement of Research and Development in Education Technology (CARDET) in Cyprus, and the Institute for African Studies (IAS) in Slovenia.

The SMILE project is developing information and training resources to support policymakers, teachers, migrant communities, learning support staff and adult education institutes in promoting migrant inclusion in adult education.

All the project resources and information can be found on the project website: http://www.project-smile.eu/en/.

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1. INTRODUCTION

The aim of the project 'SMILE' is to develop educational resources and capacity in supporting the inclusion of adult migrants in education. Supporting migrant inclusion in adult education is very important since migrants can contribute greatly to the economic growth and competitiveness of the economy in the European Union, according to the Lisbon Strategy.

The Migrant Integration Policy Index (MIPEX) finds that in the average European country, 1/3 of working-age non-EU citizens are not in employment, education or training. Labour market mobility policies are unfavourable, especially because even if third country nationals can immediately access the private labour market, employment services, and training, there are major barriers for migrants when trying to find the right job, and it is very difficult to access education programmes that increase one's chances to meet those job requirements. Therefore, the social safety net is restrictive for such persons, and programmes targeted towards recognition of skills and foreign qualifications and orientation towards jobs and services are weak. Many migrants also lack access to grants and scholarships to obtain new degrees, while procedures to recognise skills and foreign qualifications are limited, and only facilitated in some countries.

Most countries are weak in offering targeted support services, which is very important when addressing the needs of foreign-trained, very low-educated, young arrivals, migrant women, or other groups. Migrants, in most countries, only receive targeted information on their rights and recognition procedures but lack comprehensive information that can support them in making informed decisions (Migrant Integration Policy Index, 2015).

This research was conducted in four countries: Malta, Sweden, Slovenia, and Cyprus, and confirms the MIPEX findings, to variable degrees, in the four countries. Following this research partners from the four countries collaborating in this project met in Sweden to learn about methodologies used for the inclusion of migrants in Swedish society, and to discuss their research findings and find a way for directing developed project resources to supporting migrant inclusion in education through this project. The team, made up of 16 persons, visited the Norden Competence Centre, and the municipality centre providing 'Swedish for immigrants'.

The learning visit in Sweden led to the appreciation of the various factors that are important for effective inclusion of adult migrants in society. Sweden has a decentralised system of support for migrants, and migrant inclusion in society is promoted and used to meet the needs of Sweden in facing challenges of rural development, where people are leaving rural areas for the city, or migrating to other countries. Sweden has a system of distribution, where migrants are allocated residency in particular areas which are experiencing negative impact of depopulation. This system is not always seen as favourable by migrants because it limits their choice, however in this allocation Sweden does give importance to the background, skills, competences, qualification, and interest of migrants in their personal goals for education and employment. The SMILE team discussed the benefits of such a system in ensuring the sustainable inclusion of migrants, as opposed to a system where there is investment in learning and education, but where other factors discourage immigrants from wanting to remain in the same country. If countries are willing to invest in supporting migrants towards inclusion, plans need to be co-ordinated among various stakeholders

and state authorities, and they need to be focused towards long-term inclusion rather than short term results.

Many of the partners acknowledged that systems for inclusion in employment were given importance in all countries, however there was a lack of focused support and methodologies that ensure that migrants are successful particularly in acquiring the language skills they need for accessing the type of employment they are interested in. Swedish municipalities provide very good support for language learning, targeting all newcomers, providing free lessons, and including financial support for ensuring that migrants can focus on language learning in the first months when they arrive. Additionally, the system is designed to fast track those who have good language learning skills, or have some background in the language, and to give more support for persons who need it, especially persons who are vulnerable. In this way resources are used efficiently and targeted to areas of greater need for support. The public system for adult education and language learning, which provides the programme 'Swedish for Immigrants', is also decentralised, where municipalities are responsible for monitoring, identifying and supporting persons who are not in education and not in employment. The system makes it mandatory for everyone to work, or to be in training and education, and reasons for breaking work and education patterns, such as sudden disability, are addressed through targeted programmes for reintegrating individuals into new employment and education opportunities. Teachers however may feel that it is an extra burden on their profession, to 'identify vulnerability' in the classroom; partners in this project however feel that they are the best people to do this, because the classroom is not only a space for learning, but also a place to build relationships.

The use of informal methodologies for learning the language of the host country is very important and needs to be part of the inclusion strategy for migrants. Visiting a 'Competence Centre' in Helsingborg, Sweden, the project team learned more about how different employment authorities can work together for identifying persons and their needs and using targeted support for promoting inclusion in language learning and employment. The Competence Centre receives referrals from the municipality and identifies the person's barriers to learning through a careful practical assessment, while the person is given work at the competence centre itself. When barriers are identified the person is allocated a team of mentors who empower the person to learn the language through work-oriented activities, such as gardening, woodwork, sewing, cooking and other activities. The team of mentors is international, made up of people from various cultural, language and professional backgrounds, who assume different roles in the journey that the individual makes to learning the language and accessing employment. The centre also gives importance to the particular needs of women, and organizes women's health and fitness classes, while organizing spaces for promoting creative thinking. It is also well connected to employers and makes effort to promote new businesses for its target group.

The inclusion methodologies need to recognize the particular challenges of migrants as individuals, who may be discriminated by people of the same nationality, or from other nationalities. They are prone to face particular family problems, especially on arriving in a new country. It is therefore important to provide social support for migrants, and to make these services accessible and

effective, providing culturally relevant information, access to locations of support, and sustainable, coordinated effort for long term success while respecting the person's confidentiality.

Finally, the project team recognizes the positive impact of non-governmental organizations, and the major role they play in promoting education and employment. In particular, IFALL plays a major role in organizing language cafes for migrants and providing sensitivity training for teachers to empower them in understanding the needs of migrants. IAS conducts a programme of activities that brings together diverse groups, including national authorities and migrant representatives, to improve best practices in education and employment, while CARDET organizes Migrant Hubs, which are one stop shops where migrants can access support services in one location. FSM conducts cultural training workshops for teachers and social workers and has developed a network of migrant organizations in Malta for developing representational capacity in advocacy and community development.

2. MALTA

2.1 Context of education in Malta

The Maltese economy is mainly driven by service industries, and it is described as an advanced economy by the IMF and as an innovation-driven economy according to the WEF. In January 2018, the unemployment rate in Malta was 3.5 % (Eurostat, 2018).

The education policy in Malta is guided by premises of equity and quality, translating into inclusive policies at all levels of education, and the provision of free education from kindergarten to tertiary level (MEE, 2014). These policies underline the importance of adult education to sustain a knowledge-based economy. Courses for adults are offered free of charge, or at subsidised prices, by public bodies such as the DRLE and JobsPlus, the national employment corporation. Other key institutes in the provision of adult education courses are MCAST and MTI.

According to the Social Justice Index, Malta ranks last in the EU. The country records the second-highest rate of young school-leavers (19.7%), and only 43.5 % of working age population have attained at least an upper secondary education (Schraad-Tischler & Schiller, 2017). The latest report PISA report (Programme for International Student Assessment) finds that Maltese schoolchildren score below the OECD average in science, reading, and maths (OECD Education GPS, n.d.). The last recorded adult literacy rate was 93.3%, six points below the European average (United Nations Educational Scientific and Cultural Organization Institute for Statistics, n.d.).

2.2 Context of migration in Malta

Malta is considered a new country of immigration; it started to record a positive migratory balance in the 70's, but it was not until the early 2000s that migration became a key political concern (Lemaire, 2015). From 2002 to 2013, Malta experienced a significant flow of irregular migration by boat via the central Mediterranean route, with an average[1] of nearly 2,000 entries of asylum seekers per year (UNHCR Malta, 2017). Figures appear small, but they are significant considering the small physical and demographic size of the country (316 sq km and 0.4 million inhabitants).

A high percentage of asylum seekers receive some form of protection in Malta. In 2016, the asylum recognition rate was 83%, the second-highest in the EU (Eurostat, 2017a). The main beneficiaries of protection are from Somalia, Eritrea, Libya, and Syria. From 2014 irregular maritime arrivals declined but asylum applications remained relatively constant due to increased applications by Syrians and Libyans, top nationalities that have replaced Somalia and Eritrea (UNHCR, 2018).

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[1] With the exception of 2010, when boat arrivals dropped due to an agreement between the Italian and Libyan states (Mainwarning, 2014).

A total of 25,115 EU nationals and 9,042 TCNS were working in Malta in 2016. Top EU nationalities were Italian (5,724) and British (4,218); the largest TCN groups were from the Philippines (1,625) and Serbia (1,380) (The Malta Independent, 2017). The last national census (2011) identifies British (6,652) and Somali nationals (1,041) as the largest groups in Malta, followed by Italians (950) (NSO, 2014).

In 2016, migrants living in Malta registered an activity rate of 74%, compared to 68.7% for Maltese nationals. The unemployment rate of migrants (5.5 %) is [2]slightly larger than that of Maltese (4.7%) but significantly smaller than the average EU rate (12.6%) (Eurostat, 2017d).

Statistically, 43.7% of migrants have completed less than primary, primary or lower secondary education, 31.2% have an upper-secondary or post-secondary non-tertiary education, while 25.1% have finalised tertiary education. Malta has a larger proportion of low qualified migrants (11 points above the EU average) than the EU average (Eurostat, 2017c). Migrants' participation rate in education and training (10.2%) is slightly less compared to that of Maltese nationals (13.1%) (Eurostat, 2017b).

At public consultations on the national integration strategy carried out by the MSDC, migrants expressed the need for more opportunities for improving language, vocational and employment related skills (Malta Migrants Association, n.d.).

23.3% of foreigners in Malta live at risk of poverty or social exclusion (Eurostat, 2016), which is a higher rate than for Maltese nationals, but significantly smaller than the EU average rate (39.3%).

Malta ranks 33rd out of the 38 European countries on integration, with a score of 40/100 points. Non-EU residents are less likely to reunite with family, become long-term residents with equal rights, and become citizens in Malta than in almost any other MIPEX country. Malta's naturalisation rate is 2.35% for the last published year (MIPEX, 2015). Malta ranks 27th out of 38 EU countries in access to nationality, as Maltese policies exclude many immigrants without family connections or financial resources to pay for citizenship opportunities. Also, Maltese have a less positive attitude towards immigrants than the average European country.

2.3 Inclusion of migrants in education

The MEAE launched a framework for the education strategy for Malta 2014-2024 to address education from the early years to adult learning. This framework merges several frameworks such as the National Literacy for All, National Curriculum Framework, and the Strategy for Lifelong Learning. The aim is to reach individuals from diverse socio-economic, cultural, ethnic, religious and gender backgrounds (European Agency for Special Needs and Inclusive Education, 2014).

The Malta National Lifelong Learning Strategy 2020 includes strategic measures for improving adult learning to facilitate migrant integration, by providing access to language learning, and supporting the accreditation of foreign qualifications, which are currently major barriers to employment. Programmes for improving core skills and competences in communication, citizenship rights and duties, language and ICT, are recognized as necessary for improving integration and employment. (MEE, n.d.).

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[2] However, Eurostat flags the low reliability of the figure concerning migrant unemployment in Malta.

The National Migrant Integration Strategy, launched recently (December 2017), provides a programme for access to permanent residency to promote long-term integration by matching the integration efforts of migrants with a prospect of stability. The programme encompasses lessons in English, Maltese and cultural orientation and assessments of work experience, trade and skills (MEAE, 2017).

Adult migrants have the same rights as nationals for enrolling in educational or vocational training, but fees may vary by immigration status and social needs. Course fees apply to everyone, however fees are waivered for individuals at risk, such as refugees and persons on certain social benefits. Third Country Nationals (non EU) pay double the fees, unless they are refugees or asylum seekers (Information obtained from DRLE administration office).

Adult migrants can access courses provided by JobsPlus to enhance their employability. However, only refugees have access to all the training opportunities on the same basis as nationals. Migrants with other statuses can access some trainings on the premise of certain vulnerabilities. Besides these courses, adult migrants can access a variety of training opportunities delivered by NGOs and community organizations (Kopin, n.d.).

2.3.1 Best practices

Examples of adult education inclusion practices by institutions are limited. The DRLE has years of experience in the provision of adult education, offering a wide range of vocational and language courses at reduced fees, including Maltese and English as a Foreign Language (European Commission, 2017). The Directorate pursues a policy of inclusivity and has recently engaged in evaluating the inclusivity of its services and collaborating with civil society.

MCAST offers access to education without the need for prior certificates, through the provision of foundation or level 0 courses. Its "Skill Kits" programme helps students to tailor-make their own programme, choosing a variety of subjects and services to improve vocational and personal skills. This allows students to have a personal pace, and to explore different career choices. Completing a number of "kits", students can progress to higher levels (MCAST, n.d.). These practices facilitate migrant inclusion through career pathways for those without access to validation of prior learning. They can return to formal education by improving language, communication, numeracy, and other skills. MCAST considers employment prospects, functional and education goals in developing, adapting and suggesting course. Drop out, and other risks, are adressed by offering personalised and individual attention through LSU and SSS services (European Commission, 2017).
Many NGOs, including migrant NGOs, offer Maltese and English lessons free of charge and on a drop-in basis. These are useful for migrants, but do not provide accreditation. NGOs support migrants with information, career guidance, and referral to other service providers.
FSM, in partnership with migrant-led NGOs, provides basic English and Maltese language classes that focus on improving access for particular language groups facing geographic, language and inclusion barriers. FSM also provides training for migrant leaders and mentors to develop competences in mentoring, education, peacebuilding, and other areas (Lewis, 2017). Spark15, a refugee-led NGO, provides refugees with free English lessons specifically oriented to prepare them for the International English Language Testing exams required to access University (Carabott, 2018).

2.3.2 Barriers to Migrant Inclusion in Education

Malta scores 19/100 in the integration of migrants in education, while Malta's policies rank 32nd out of 38, lagging far behind leading new destinations. While non-EU minors have legal access to education, those over 18 can encounter restrictions. Independent career services and support for accessing vocational training or higher education is very limited, targeted interventions are lacking, and training opportunities for non-EU newcomers are fewer than in other EU countries. Non-EU residents do not have the same access as Maltese citizens to the necessary study grants, public employment services, and training, unlike most MIPEX countries (MIPEX, 2015).

Migrants have expressed there is a need for quality language training to be provided in a systematic manner. They stress that despite having access to adult courses, literacy and language skills remain barriers to follow the available courses (Malta Migrants Association, n.d.). NGO provision of such courses is limited. Courses are often delivered by volunteers who lack proper pedagogies. Project funded courses are usually inconsistent and short-lived (Kopin, n.d.).

2.4 Field Research
2.4.1 Methodology

The methodology for the research was followed according to the research protocol of the SMILE project, and included three major public educational institutes: MCAST, UOM, and DRLE.

MCAST focuses on vocational education, providing full time and evening courses for young and adult learners and offering flexible learning pathways that can improve one's access to employment. Internship and practical training is a benefit, connecting students to various companies and industries that can later be a source of employment. The UOM is the main public University in Malta, traditionally providing academic courses for educators and other professionals. It invests in research, developing new courses, Faculties and Centres in recent years. The DRLE provides about 500 accredited courses for adults in Malta, including the courses 'Maltese as a Foreign Language' (MFL) and 'English as a Foreign Language' (EFL) which are typically attended by persons who come from other countries and need to improve their skills in using the local languages.

Most of the interviews took place at MCAST, because it connects migrant students to employment, and gives access to those with no qualifications. Two interviews were also carried out with representatives from the DRLE and the Department for Inclusion and Access to learning at the UOM. Face to face interviews at MCAST included:

- 4 lecturers;
- 2 persons from the Administration staff;
- 2 persons from Student and Learning Support Services;
- 2 focus groups with migrant students;
- 20 questionnaires, using a google drive link, with 20 teachers from MCAST.

The school assisted FSM in identifying respondents. Consent forms were signed for all the interviews, and teachers were asked to participate, voluntarily, in filling in questionnaires.

2.4.2 The experience of migrants

Migrants in the classrooms come from diverse backgrounds. Some have different types of international protection, while others have never applied for asylum and have lived in Malta for several years after arriving from non-EU countries. Classrooms have variable age groups and nationalities.

Learners perceive the school system, MCAST staff, students and lecturers as inclusive. People are helpful, usually coordinating their efforts to help students achieve their education goals; migrant learners do not feel discriminated in general. Teachers are sensitive towards students' needs, and have a personal approach to teaching, making learning fun and practical. However, two students mentioned that their class had made a complaint once about teachers because of their behavior or expectations they had in class. At times teachers do not realize that there are foreign students who are not familiar with systems and methods used in Malta. They need to first introduce the subject, and test knowledge levels in the class, before starting on the subject immediately. Some teachers ask students about the methods they prefer in class, which is well appreciated by students.

Learning the Maltese language is a challenge, especially the confidence needed for speaking the language. Teachers can do more to develop this confidence, by empowering learners to speak, rather than focusing on correction which tends to discourage them.

MCAST encourages students to be more assertive in speaking about what they do not agree with. However, the school is limited in addressing students' demands, mostly by the availability of teachers in certain subjects, and the priority of the school to support students to complete their courses and receive certification.

Migrant students face major difficulties in accessing stipends, paying tuition and renewing of ID cards required for residence, education and employment in Malta. Although they have live in Malta for many years, some need to start paying tuition when they turned 18. Some need to renew ID cards every year, and often receive these cards late:

"Every year we have to apply for our ID cars, if you are one day late we are like illegal immigrants! But then we are waiting 6 months for our ID card." (Migrant student)

The subject of stipends and payment for tuition exposes certain inequalities among students. Teachers usually require students to acquire resources or make copies which do not cost much, but working students find these costs a burden. Some have to work hard to keep up with paying for rent, food, and other costs:

"Six years in Malta, me, when I leave I pay for rent house, food, everything – if I pay for everything, if I come to school, must I am working? If I am working I don't have time to study, to do assignments… for example I am not good in English, I need more English to learn, , but in the evening I am working all night! I need extra lessons, but I don't have time…" (Migrant student)

Some students consider it unfair that refugees have more access to education than others, and that they are not entitled to the same rights after living for many years in Malta. Some students realized that they were paying for tuition and others were not, even if they have family members working and paying taxes in Malta.

Students had submitted applications for internships several times, but they had not been accepted by the various employers looking through the applications. Some explained that employers might easily favor people, or nationalities they know and trust. Others explained that people had the same chances at by submitting their curriculum vitae and applications, and that selection was based on these submissions. Others remarked that this cannot be, since clearly there were persons with much more work experience than others in the class, who were not selected.

Students are disappointed at the inefficiency and mistreatment they have received from persons in government departments who are supposed to help them with access to information and documents they need:

"(…) the guy there sitting at the desk he's so rude, he tells us that now she is 18, she has to start working, but she's studying you know!" (Migrant student)

When asked if they see this as racism, they remarked that this was something every 'foreign student' faced, and that after a while it becomes something normal. They feel they are treated differently than Maltese persons:

"Maltese education is created just for Maltese…but then to make it a bit fair they give some benefits for foreigners." (Migrant student)

The teachers' strike has clearly affected the relationship of students with their teachers and their progress in learning. Students feel that the teachers' strike is legitimate, mentioning that it is unfair for teachers at MCAST to be payed less than teachers in other institutes. The strike effected the level of support students were getting from teachers, students feeling that some teachers were 'withdrawing' from them. Students explain that often MCAST is compared to the University of Malta; with MCAST students earning degrees, that were not considered of equal value as those awarded by the UOM.

Mostly students feel more comfortable staying in their own language group, not because they have any prejudices against other students from other cultural backgrounds, but because it was a normal process to group with persons who share common similarities. However, students acknowledged that this can have a negative impact especially for newcomers:

"No, it's negative – when I ask something, they always speak Maltese – of course its Malta, its normal to speak Maltese – but if I ask them something on group chat, they never answer, but if Maltese people ask they answer always in Maltese".(Migrant student)

2.4.3 The experience of teachers and support staff

All teachers confirmed that the number of migrant students was increasing every year, with a great diversity among the students.

   a) *Language*

Teachers interviewed explained that language was key to students' inclusion in the College. Those who did not speak English or Maltese were at a disadvantage, depending often on persons from their own language

group to help them understand. Teachers needed to adapt their language of instruction; many use English as the main language of teaching, while others switched between Maltese and English, sometimes using a third language such as Italian. Peers are sometimes encouraged to translate for some students. There have also been incidents where Maltese students resigned because they could not understand English, which is the official language of learning in the school. This situation may seem discriminatory, but some regard it as beneficial for Maltese learners to improve their English.

Language lessons are offered to all students who are not proficient enough to follow their course. These classes, however, start at the same time as other subject classes. They should start before in order to prepare the student linguistically for their courses. There is also a high rate of absenteeism in the 'Maltese for Foreigners' classes. At times learners may feel they can do away with Maltese, however Maltese is still used proficiently at most places of work.

b) *Inclusion and Teaching methods*

Inclusion does not have the same meaning for everyone. It is about the confidence of students to speak up, for example, when a new teacher starts teaching in Maltese, without asking the class about the language of preference. There have been a few teachers who refused to teach in English at MCAST, and they had to leave. Students need to know their rights at the beginning of the year, and the ways they can raise an issue, especially concerning the language of instruction.

Teachers can raise awareness and respect for diversity by facilitating inclusive content and practices in their teaching. Inclusion of stories of both Maltese and migrant persons in the course subject can be beneficial, and inclusion of 'significant others' in the lives of migrant students, such as parents, spouses and children, can be a source of global knowledge and experience for the College. Communities of learning cannot form unless there is trust and a growing relationship between people in the classroom. Teachers may feel 'vulnerable' in developing this type of trust, but learning is more interesting, innovative and inclusive.

Inclusion principles can be applied to identifying resources and assessment criteria. Teachers need to understand that by being inclusive one does not have to compromise standards of quality assurance. Choices can be given, and assessments can include the use of creative tools such as the production of videos, which can better support critical analysis and personal development. Teachers need to share their own knowledge and experience, rather than impart content presented in books:

 "You are not a book…a book is on the shelf…no feelings!"(Administration Officer

New teachers of MCAST are trained to improve their teaching by improving their awareness on how experiences influence teachers' behavior and their teaching pedagogies. Having performance indicators on these goals is difficult because teachers' Unions often resist such changes, but nurturing students' organization and voice, and providing Continuous Professional Development in learning institutions can be a powerful tool.

The environment plays a strategic role. Classroom with poor lighting and old, faulty equipment effect students and teachers in their motivation to learn and teach. Alternatively, when quality resources are available, students feel respected and are interested to learn. Teacher strike because they feel it is unjust that teachers in other institutes are payed a higher salary.

c) Cultural, age and gender differences

Cultural differences are present even among the Maltese themselves. Teachers who are open to learn about other cultures, find it easy to approach students from different backgrounds, and to use diversity as an advantage for the class to learn. Such teachers can mediate better when cultural conflicts arise, even among persons from the same country. They are often respected and trusted by migrant students from societies where elders and community leaders are respected.

Teachers adapt their pedagogies by considering the background of the majority of students in the classroom, as well as other factors such as age, gender, majority and minority groups. Fitting in the school environment, however, rather depended on individual factors:

"Being Maltese is not a guarantee that one would fit in the school".(Teacher)

Since MCAST caters for diverse groups of students, there may be different age groups in a classroom. Migrant students in Foundation levels (1 to 3) may be older than their Maltese counterparts. They do not have the necessary qualifications to access specific courses at higher levels, or the qualification they obtained from their country is not equivalent to the entry requirements for the course. Mature students tend to support the whole class in achieving success, often becoming a "mother" or "father" figure. Sometimes older students may also detach from the rest of the class because they feel that other students have less experience and are less mature in their thinking. Women pursuing traditionally male dominated courses, such as those in engineering, are usually regarded with respect, and they tend to be a positive force in the classroom. At times there have been migrant students, typically male, who were not used to female teachers. The College did not change the rules, however some sensitivity on the teachers' part helped to create respect in the classroom. Teachers may retaliate towards this behaviour, and conflict may arise. But teacher sensitivity can also contribute to changes in attitudes of the students. Students in general tend to avoid persons whose visible expression of religious identity may be seen as 'extreme', however it is also hard to find reports of bullying incidents in the school.

d) Racism

Racism can be manifested and felt in different ways. Some teachers feel that students cfrom particular countries have an attitude of superiority towards others. They often argue with the teacher in class, and when corrected, pass comments in their own language to their peers in class. There needs to be more awareness among students as to what is expected from them in terms of respectable behaviour.

Some teachers could remember only one case where a migrant reported the racist behavior of a teacher to the media. They feel it was an unjust accusation, because they had analysed the situation and found that the teacher was in fact being strict with all students, with justified reasons. The incident reveals that the school needs to reach out to students in accessing services they may need, especially in the areas of personal development and mental health.

e) Social support

Students with particular needs are identified and referred to the LSU and the SSS. These services are concerned about the financial difficulties of some students:

"There are students who can pay, and they get everything, and others who have a just cause and needs humanitarian help has to pay for everything- it is unjust." (Administration Officer)

Access to stipends is difficult for several TCNs, even for those who are entitled to it. Students find that opening a bank account is very difficult, requiring documentation that takes time to obtain. Many students give up trying and start depending on their work income. There is also a clause that persons need to be residing in Malta for 5 years to be entitled to a stipend. One teacher remarks:

"It is not fair. I think stipends should be given to students WHO NEED IT. Some refugees really need it, and they need to work really hard, then there are students who are really wealthy, and they get a stipend!" (Lecturer)

Social support staff desire to have more contact with migrants in the Institute, although they have worked with a number of migrant students. Methods of intervention are culturally sensitive and respect the cultural, social and religious background of the individual. Maltese laws and human rights are also respected, and individuals are made aware of these rights in a sensitive manner.

2.4.4   The experience of education authorities

   a) *University Of Malta (UOM)*

Inclusion is a two-way street, where the system needs to improve the access of migrants to information and support. Support in filling forms and accessing finances is very important.
The HRID has an inter-ministerial committee, and each Ministry will be publishing their specific integration plan. UOM is working with HRID to provide courses for front desk personnel, for improving customer care and cross-cultural communication. It is reaching out to students and Ministries, offering new training opportunities:

"The best way to teach a language is to start from one's own language. By understanding their language, adults start to extrapolate into the new language from what they know. Maltese teachers however are used to teaching Maltese and English as a primary language and are not used to teaching adults and adapting resources for adults. They end up using pedagogies that are normally used for teaching children". (Head of Department)

A new Cultural Orientation course will be developed, focusing on the need of migrants to understand the Maltese context today, rather than elements of history and traditions that are not part of the modern realities. Migrant adults can also be reached through community programs, for example, through schools which target parents. The UOM is developing a framework for supporting migrant students at UOM, including a buddy system for peer support, and the development of a new Certificate in Cultural Mediation which would train mediators in their readiness to learn to understand different cultures in order to assist migrants better in meeting their needs.

   b) *The Directorate for research, Lifelong Learning and Employment (DRLE):*

The DRLE provides about 500 courses in centres around Malta, and in communities, including evening courses. Approximately 1/5 of learners are migrants, and the courses of Maltese and English as Foreign

Languages are mainly catering for this group. Because the educators are mainly Maltese, the learners have a chance to learn about the socio-cultural aspects of Malta. However, this is changing, as more learners and educators are becoming increasingly diverse. Courses may offer a good experience in diversity, and also provide a safety net for persons experiencing marginalization.

Human and digital resources are limited, preventing the use of tools such as the pre-testing of around 8000 applications every year in order to pre-determine the subject level and placement for each student. Students are given placements automatically, and later tested by educators and placed in the appropriate class. In the first month several changes take place as students are shifted from one class to another.

Language is a challenge, with teachers using Maltese or English, or sometimes both, for code switching in class. Students may struggle with understanding, speaking or waiting for others to understand. Drop out is frequent, especially due to low costs. Classes with particular languages of instruction are sometimes offered, when possible, to address language preferences.

Adult education is a challenge, because all those having an undergraduate degree in education have been trained to teach children in compulsory education. Adult education requires a different approach, different skills and competences usually nurtured by those who have experience in training and coaching adults. Youth workers can be more appropriate, as well as those who studied TEFL (Teaching English as a Foreign Language), because they use informal techniques, include learners in course development, and inspire learners towards self-development. Training in pedagogy and assessment skills can prepare them for teaching adults.

Assessment of Prior Learning is crucial for adults to have a clear picture of their level of skills and competences in the area they are interested to pursue. This clarity will help them to make informed decisions on present and future education and employment goals. Career guidance needs to be given more importance, especially before enrollment stages.

Gender and racial diversity play a role in the classroom. Incidents of racism and sexism are recognized by teachers and addressed appropriately, promoting a culture of respect for diversity.

Teachers meet with people effected by isolation, mental health and emotional challenges, such as men who have lost their spouses and start a course in cooking and nutrition. The Directorate has also been flexible to respond to demands of communities, agencies or hospitals for certain courses to be provided for certain groups.

Migrants have a lack of access to information, and many times do not understand the system, including the national and EU system of qualification and assessment. There needs to be more done to support them in accessing all types of services.

c) *MCAST (Malta College for Arts, Science and Technology)*

MCAST has students coming from over 70 different countries in the world.

MCAST statistics indicate that almost 8% of the student population are of a different nationality than Maltese; the highest populations come from Bulgaria (55), Italy (54) and Libya (53). Following these, are students from UK (35), Serbia (20), India (19), Eritrea (17) and Somalia (16).

MCAST offers learners the opportunity to start from the Foundation level (Levels 1-3), and work up to the Masters Level. It will soon offer PhD opportunities, which favour students who like the MCAST course structure and type of assessment. Some employers prefer employing MCAST students, because they have experiences and skills acquired through internships. Disadvantages exist; a student with Level 4 obtained at MCAST, for example, which is equivalent to an A Level, is not always accepted by the UOM. Sometimes the student is asked for an A Level. If a student has spent two years studying for an Advanced Diploma, this requirement is unfair. Students entering MCAST with A Levels, alternatively, are not asked to do more practice before they enroll. To address this, the College seeks to strengthen its reputation by giving more visibility to the curricula, so that people can find more information on the content of courses which students are pursuing.

MCAST tends to attract students that have already faced particular challenging situations at school; having foreign students in the classroom is normal. The school has a non-discrimination policy and a Board of Appeal on discrimination. There are no particular standards on diversity for the school, but there are many initiatives for continuous professional development (CPD) of teaching, administration and management staff. CPD increases awareness and understanding of persons with life choices that usually do not comply with social norms, who often face prejudice, such as LGBTIQ+ persons and those facing mental health challenges. Sometimes teachers and staff speak about their own experiences and advocate for change, and this is a powerful tool for awareness raising.

The school provides the course 'Maltese for Foreigners' , adapted to the level of fluency of foreign students. Several events are also organized throughout the year, but they should be promoted better. Students at MCAST do not engage strongly in the school community life; this may reflect the same attitude among teachers. Social events like 'Spring Day' have a high turnout and can be extremely useful in teambuilding among students, so similar activities can to be developed and improved.

Some students have a part time job yet struggle to meet their financial and educational needs. TCNs may feel more isolated than others, however, if they are registered with the school they are guaranteed participation in all programmes, including Erasmus plus.

MCAST does not yet have a system of PRIOR LEARNING ACCREDITATION (PLA), but discussions are taking place for this development. PLA is used to assess the skills and competences of persons who have worked in other countries, for example as electricians, but who for some reason do not possess formal qualifications. In France for example, the assessment or exam will award the person a qualification, for example, Level 4. MCAST is currently considering this assessment to determine the level which a person can continue their education and obtain qualification on the subject.

2.4.5 Best Practices

The following were seen as 'best' or 'good' practices by respondents:

- Using cultural diversity to improve teaching pedagogies that address the needs of a globalized society;
- Improving awareness of teachers' responsibility to reach out to all students;
- Involvement of international stakeholders such as embassies, migrant communities or international schools in teacher training;
- Cross cultural and personal development experiences for students, including mobilities and experiences abroad;
- Having a Learning Support Unit that supports students in achieving key competences and skills related to their subject as well as other areas, such as communication;
- Providing online courses and offering coaching and examinations for online learners to obtain qualifications;
- Fairness in the provision of services; avoid giving attention to students who have a stronger voice, and neglecting others;
- The provision of pastoral care, and the celebration of cultural diversity and expression through food;
- Teacher training on issues of cultural diversity;
- Having a Deputy Director Programmes Manager overseeing the students, understanding their needs, and referring them to appropriate services;
- Having an Inclusive Education Unit to support learners referred by a psychologist, as well as those indicated by teachers who have never been assessed, providing tailored access arrangements depending on their needs;
- Development of courses for professionals in particular industry sectors with the agreement of companies or Ministries;
- Development of courses for improving the skills and competences of workers to improve their grade and salary prospects, often including Workers' Unions;
- Providing second chance education for persons who left school at a young age;
- Developing culturally sensitive practices that address attitudes of cultural superiority and inferiority, as well as gender attitudes;
- ICT Departments can support NGOs in reaching out to the migrant population to promote inclusion, for example, by supporting online language learning;
- Apprenticeship opportunities are developed by seeking out employers that register vacancies on the College web portal, where students can apply, be selected for interview, or supported to find an apprenticeship opportunity;
- Accreditation of Prior Learning offered to companies who seek to improve the competences, skills and qualification of their workers;
- Counselling services offered to all students;
- Pastoral Care Programme targeting learners who need to develop self awareness and decision-making skills, as well as a critical mindset, to support them in continuing their education.

2.4.7 Results of Teachers' Responses to Questionnaires

20 teachers from MCAST were sent the following questionnaires through emails from the Learning Support Unit. Numbers indicate the results of these questionnaires.

	Do not agree	Not likely	Don't know	Likely	Agree
Difficulties dealing with a multicultural classroom	7	4	5	3	2
Including adult migrants in class is always very difficult	3	8	7	2	1
Gender and age differences more difficult to deal with than cultural ones	5	9	1	5	1
Language is the biggest barrier to inclusion in classroom for migrants	2	1	3	7	8
Native students impatient when I help migrants learners	2	3	6	7	3
Some migrant learners discriminate or prejudice other migrants	5	6	6	3	1
Racism is a reality in our school	6	4	3	7	1
Many migrant learners feel well integrated in school with other students	1	1	7	7	5
School not doing enough to prepare migrant learners for courses	2	3	7	7	2
I know many teachers and staff who support migrant learners in challenges they face	1	0	3	6	11
I know that some teachers have not been correct in the way they speak and act certain towards	9	5	3	2	2

migrants					
I know there are at least 5-10 non-EU migrants who completed their course this/last year	3	5	7	2	4
I know there are at least 10-20 non-EU migrants who completed their course this/last year	6	6	8	0	1
I know there are at least 100 non-EU migrants who completed their course this/last year	10	2	9	0	0
There are hundreds of Non-EU migrants completing their course every year	8	3	8	1	1
I have had at least one training on migrant inclusion in class	9	4	1	4	3
It is impossible integrating migrant students in school because of their cultural perceptions	12	4	2	1	2
Inclusion in education is more difficult for migrant women than migrant men	8	3	5	3	2
The school needs to have and implement clear policies on diversity	2	1	3	9	6
Teachers need more training on migrant inclusion in the classroom	1	2	3	11	4
I really don't want to teach migrant students	16	3	1	0	1
Some students have family pressures to avoid black, Muslim and other migrant groups	5	5	6	3	2

From responses, teachers tend to generally disagree with statements describing them as 'not wanting' or not able to teach migrants, or that migrants cannot integrate in the school, or that they face any prejudices from teachers. A few respondents however agree with these statements.

Most of the teachers agree that language is the biggest barrier to inclusion and that the school needs to prepare migrant learners for the courses they choose. A majority also report that they have not had any training on migrant inclusion. Teachers find it easier to record that 5-10 students have completed their course this or last year, but very difficult to commit to knowing more than 10 students. This raises a question about how many migrants are successfully completing courses at educational institutions, in relation to how many have started a course, since the drop-out rate for migrants can be high due to access barriers. Lack of access to guidance and preparation in career decisions, as well as language and social barriers, are often major reasons for migrants to drop out of their courses.

From the results, one can see that most teachers do not feel they have difficulties in dealing with a multicultural classroom (although some do). However, this majority reduces when the question addresses the 'process of including adult migrants in class'. This result can be interpreted in two ways. First, the initial question is addressed at the capacity of the lecturer to 'deal with' a classroom which is multicultural. It asks the respondent to reflect on their own capacity. Often the lecturer seeks different ways by which they can resolve such demands on their teaching capacity, and they develop their own cross-cultural experience. The second question is different and asks whether it is difficult to integrate adult migrants in class. The response is more positive than in the other question. This may mean that although lecturers know how to deal with a multicultural classroom, the process of doing so may present difficulties from time to time. It may also mean that including 'adult migrants' who are adults, poses difficulties if the rest of the class are of a different age group. A third alternative is that these two reasons are simultaneous, that is, the process of integrating migrants in class is difficult, especially if they are adults and the rest of the class are of a different age group. The question about gender and age, however, draws attention to the fact that the majority of respondents do feel that cultural differences are more likely to present challenges to integration, than gender and age. This conclusion is based on 'majority'. However, there are other responses that reflect otherwise, although in the minority.

Another interesting finding is that most of the respondents may experience challenges with meeting the inclusion demands of migrant learners, related to native students being impatient or bored. If students do not appreciate the struggles of their migrant colleagues in class, this may be their response to waiting for the teacher to explain in more simple terms, or to ensure that there is access to understanding for a person who

has language barriers. It might also be the case that teachers would like to explore the cross-cultural aspect of the subject by involving migrant students in discussions, and that other students resist such processes. The last question does attempt to explore the effect of family pressure on students to avoid specific groups, but most respondents do not feel this is the situation in the College. The respondents also feel that lecturers are doing their best to reach out to migrant students, and that the latter feel well integrated in the school. They also feel further policies on diversity in the College can help the inclusion of migrant students.

Interestingly, the majority of respondents (10) does not see racism as a reality in the school, while a second majority (8) does not agree. This discrepancy merits further research, but the qualitative research also provides some insight as to possibilities for these responses.

2.5 Conclusion

The following are conclusions drawn from the research conducted in Malta, and are continuous with the recommendations outlined in the introduction section of this research reportThe research finds several challenges and best practices on the inclusion of migrants in education. Because of the current positive economic environment in Malta, offering several employment opportunities in different sectors, migrants are viewed positively in relation to the several industries which need workers, including the healthcare, IT and other industries. However certain access barriers continue to hinder such efforts. First, procedures of documentation and regularization continue to be difficult, especially in renewing ID cards and ensuring fairness in the processing and awarding permission for working and studying in Malta. Secondly, outreach to migrant communities remains limited, and programs lack flexibility in reaching out to different groups of learners. Thirdly, new pedagogies and resources are required to improve language learning for migrants.

2.6 Recommendations

The following recommendations were suggested by several research participants, including administrators, managers, teachers, support workers and migrants:

- Establish a register of information about all persons migrating to and living in Malta, monitor and protect vulnerable individuals and develop inclusion strategies based on demographic information;
- Adapt current curricula and assessment frameworks to reflect the inclusion of adults in education;
- Develop the 'skills card' concept, including Prior Learning accreditation tools for the skills building and validation of individual workers interested in specific industries;
- Promote vocational and tertiary education among migrant communities through focused outreach;
- Improve access to education through availability of evening and flexible courses;
- Improve relations with government offices to support students on aspects of immigration, education and other areas;

- Improve institutional standards for acceptable gender frameworks and practices; preparing migrant learners on these standards, and teachers on how to mitigate gender expectations and conflicts in the school;
- Increase awareness on the relevance of the Maltese language in vocational education, internships and employment among students, and improving Maltese language provision as preparation for the scholastic year;
- Establish a one stop shop for advocacy and support of migrant students;
- Improve access to education for prisoners through online courses;
- Update guidelines for students, including their right to services available;
- Develop curricula, methods of assessment and pedagogies with student participation to build communities of trust;
- Develop continuous and accredited professional training for teachers, including training on:
  - Building trust and a sense of belonging among students;
  - The context of migration and development, and its impact on migrant education;
  - Empathy, communication, social and sensitivity skills;
  - Available support services;
  - Human rights and conflict resolution;
  - Personal and social development in learning;
  - Pedagogies and approaches in adult education;

- Improve helping, teambuilding and counselling skills for Learning Support Staff;
- Increase awareness on the role of support services to engage staff in identifying persons for referral and for promoting self-referral;
- Inform and support migrant through peer-to-peer programs;
- Support migrant networks to share information and personal experiences of the education system in Malta and of Institutes of Learning, to promote education and prepare prospective learners;
- Empower learners to advocate for their needs by training and coaching them;
- Improve outreach interventions to inform migrants on the education opportunities available to them for improving employability;
- Improve the flexibility and accessibility of courses to particular groups, considering their financial, time or other restrictions;
- Improve financial efficiency and effectiveness by to reaching those who are most in need of financial support.

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Abbreviations

Directorate for Research, Lifelong Learning and Employment (DRLE)
Malta College for Arts, Science and Technology (MCAST)
University of Malta (UOM)
Ministry of Education and Employment (MEE)
Malta Tourism Institute (MTI)
Learning Support Unit (LSU)
Student Support Services (SSS)
Non-governmental Organizations (NGOs)
International Monetary Fund (IMF)
United Nations High Commissioner for Refugees (UNHCR)
Ministry for Social Dialogue, Consumer Affairs and Civil Liberties (MSDC)
Ministry for EU Affairs and Equality (MEAE)
World Economic Forum (WEF)
Third Country Nationals (TCNs)
MIPEX (Migrant Integration Policy Index)
NSO (National Statistics Office)

3. SWEDEN

3.1 Abstract

This report presents an analysis of the current policies and general situation regarding Inclusion of Migrants in Adult Education in Sweden. It is divided between a section dedicated to a desk-based research and another section dedicated to field research. The first section proposed to collect findings, reports, and data from official sources regarding the issue at hand. The following section proposed to collect and present real experiences from the subjects involved (migrants, teachers, policymakers, etc.). Closing the report, we present our own findings, conclusions, and suggestions.

3.2. Context of education in Sweden

Sweden has been one of the main destination countries of asylum seekers from war-torn countries in 2015/2016. Funding for integration has significantly increased with the bulk going to language courses and targeted as well as general active labour market policy (ALMP) measures (Sweden 1.35% of GDP for reception and integration, 2015).

Although the available data on **educational levels** is still patchy it shows a similar mixed picture: there are wide variations across origin countries. The majority of refugees from Syria, Iran and Iraq have at least upper secondary education, whereas the majority of those from Afghanistan, Eritrea or Somalia have at most lower secondary education. Refugee women tend to have higher educational levels than men, but they are particularly struggling to enter employment.

Government allocated considerable resources to enhance integration: Participation in integration measures has been made mandatory in Sweden; More attention has been given to skills assessment and qualification recognition including the development of new tools for skills assessment; Fast tracks in the Swedish context are a strategy to speed up labour market integration of refugees with professional skills in shortage occupations.

Uncertainty about different degrees of permanence, greatly affect refugees' incentives to integrate socially and contribute economically and hiring decisions of employers. Issuing mainly temporary residence permits instead of permanent ones has a clear discouraging effect to invest in language and training, in particular for the group of rejected, but tolerated asylum seekers.

Integration policy is a cross-cutting issue that involves many different areas and levels of government which makes coordination often difficult. **Coordination gaps** exist in Sweden. Organisational policy reforms should take into account implications for service delivery from a clients' journey point of view.

In order to reduce the risk of over-qualified employment of refugees **more education and training should be considered** as part of the discount of migrants' qualifications is due to lower skills at the same qualification level. More support is also needed for refugee women.

3.3. Context of migration in Sweden

In order to devise evidence-based integration policies, **the availability of good data on the migrant population is crucial**, in particular as regards socio-demographic characteristics of new arrivals and their potential.

There is a great variety of origin countries, but most asylum seekers are from just five source countries (Syria, Iraq, Afghanistan, Eritrea and Iran). Syrians are the largest population accounting for 25% of all asylum applicants Sweden in the second half of 2017. (Migrationsverket)

The majority of asylum seekers are male and young, characteristics positively associated with a likelihood of employment. In Sweden the share of men is above 60%.

The **age structure suggests that education and the training system play a key role in the integration of refugees**. A particular problem arises from the large numbers of unaccompanied asylum seekers below 18. In Sweden, 50% of the arrivals below the age of 18 in 2015 were unaccompanied and, thus, particularly vulnerable. The number of unaccompanied minors arriving to Sweden, however, decreased strongly from 34,295 in 2015 to 2,190 in 2016 representing roughly 20% of arrivals below the age of 18.

The **educational attainment of refugees** is an important driver of the integration process. The available data on educational levels of refugees in Sweden is, however, still patchy. Educational attainment at arrival is not well measured in Sweden. Data of the Swedish PES (Public Employment Service) for participants (with a protection status) in the Swedish Introduction programme show that among those who participated in the programme in 2016 (about 70,000 individuals) 48 percent had at the most ten years of education, 22 percent had upper secondary education and 30 percent had some university education.

3.4 Inclusion of migrants in education

Sweden has been for many years the country with the highest standards on immigration policies, leading rankings such as the Migration Policy Index (MIPEX). But already in 2014 Swedish society in general, and major key institutions such as the Migration Agency, the Employment Service, the police, and the municipalities, in particular, have exhibited signs of overburdening and fatigue. **Serious bottlenecks in the reception system,** and a shortage of affordable housing **delayed the settlement process and immigrants' integration activities**, such as language learning, training and job-searching. Therefore, the country has "down-graded" its immigration policies to European minimum standards set by EU-Directives and taken (temporary) measures such as issuing only temporary residence permits instead of permanent ones to substantially reduce the number of asylum seekers.

The Government also decided to introduce a so-called "educational duty" for newly arrived adults with very low education and not deemed to be job-ready. If they refuse or drop out of an education measure, there could be sanctions in form of benefit cuts. Sweden has also started to condition the reception of a permanent residence permit on individual efforts to integrate. Newly arrived that are employed and able to support themselves financially can receive a permanent permit.

In Sweden, only those aged 20-64 who have received a residence permit (under GCR or subsidiary protection) and are settled in a municipality are eligible to participate in the two-year Introduction programme and in language training (Swedish for immigrants – SFI) organized by municipalities.

Sweden spent SEK 534 million (€57.8 million) for integration measures, such as new language initiatives and reforms of the "Swedish for Immigrants" scheme, skills assessments, and validation for asylum seekers. Moreover, the compensation paid to municipalities per new arrival has been raised, with an estimated additional budget cost of SEK 1.1 billion in 2016 (€119 million) and SEK 2.6 billion in 2017 (€272 million).

3.4.1 Best Practices

Digital Help: The new technology is also used for web-based training, language courses and for a first skills assessment in Sweden where language training and other integration measures start with delays only after a protections status is granted. Hence, online tools in Sweden are a possible way for early intervention. The digital tool "Jobskills.se" developed by Arbetsförmedlingen aims to identify asylum seekers' skills (before a

decision is taken) in first language (available in Arabic, English Persian, Somali, Tigrinya), which is then directly translated into Swedish. The tool works as an open internet platform with registered users who create a profile based on information about education, work experience, competences, career interests and language skills. Related services are multilingual videos describing the Swedish labour market, how to write a CV, or how to prepare for a job interview. In the near future the tool will be launched for employers who can also create an account and search for people with the required skills or qualifications. The tool is widely used. Since it has been launched in April 2017 15,500 accounts have been registered till end of September. Approximately 50% of the registered users are asylum seekers, and the goal is to have 25,000 registered users at the end of 2017 with a 33 % share of women.

Integration Plan for 2 years: Once asylum-seekers are granted a residence permit, they will have an appointment at the Public Employment Service, which is responsible for finding a municipality for permanent settlement and for developing an individual integration plan. This plan normally foresees integration activities of 40 hours per week, for two years. At the centre of the integration plan is a language course ("Swedish for immigrants"), which is arranged by the respective municipality and accompanied by civic integration courses, internships, or job training.

3.4.2 Barriers to Migrant Inclusion in Education

Due to severe housing shortages the time till refugees have settled in a municipality causes serious delays to start the Introduction programme making the waiting time even longer. Hence, there is a lack of labour market-oriented activities asylum seekers can participate in. Most of those who came in 2015 and have received a residence permit (52,896 in 2015 and 86,719 in 2016) have been enrolled in the Introduction programme only recently. Due to the long waiting time, the Government has taken now first attempts to start interventions earlier on by giving, for example, the County Councils the responsibility to organize activities like language courses or social activities for asylum seekers. This has been done through the web site www.informationsverige.se. Here asylum seekers can learn about what it means to live in Sweden, start learning Swedish (LäraSvenska) and practice Swedish with others (Welcome App, Swedish with a baby).

Although Sweden made significant efforts to cater to the growing demand for evaluations of foreign qualifications there is no standardized and transparent tool to assess informal skills and competencies, either. There are several initiatives and tools to identify skills, for example in the context of fast tracks. To develop more effective validation methods for more sectors and occupations, a "National Delegation for Validation" has been set up to follow, support and encourage coordinated work. Two pilot schemes have been set up: one offering validation to immigrants lacking full documentation of previous studies and a second one offering "validation vouchers" to incentivise employers to use existing validation procedures. Extra funding has been provided to the PES to identify needs of complementary training and more effective bridging courses that enable migrants with foreign credentials in law, medicine, nursing, dentistry, teaching and pharmaceuticals, to complete the training required to practice their occupation in Sweden.

3.5 Field research

3.5.1 Methodology

For the purpose of this report, all data collection was based on direct consultation of online resources for increased efficiency and time-management.

For the questionnaires an online form was created and spread with the help of local partners. The date has been collected online. Participants have been informed that the information will be used only for the project purposes and participants will be anonymous.

For the focus groups, local meetings were held with a moderator and a translator present. There were participants from migrant communities, actively involved NGOs, School staff and charities.

For the interviews, both online and face-to-face methods were used in order to accommodate the needs of the subjects involved.

3.5.2 The experience of migrants

The main focus of the experience of immigrants are employment, housing, not alternative education methods, respect. IFALL has direct connection with immigrant societies in Örkelljunga. Most of the immigrant societies are coming from Syria, Afghanistan, and Eritrea. There is deep appreciation that local NGOs and charities are working for better integration for newly arrived people. However, there are some issues where immigrant society or individuals shared their opinions with us.

Most of the adult immigrant try to find job and continue with their education. Due to lack of language level it is difficult to be employed in small town. And it is also not motivating to sit in a class (SFI – Swedish for Immigrants) and get paper whole day to learn Swedish. Therefore, most of the immigrants have been emphasized different language learning methods. Moreover, in the classroom educational level of immigrants are different. ¨Even if I come from same country or being in a refugee package I don't need to be in the same class with those who are never joined a university¨ This text explains that immigrants understand and see that teachers, do not individualized the education.

Another issue is to understand the word respect. Most of the immigrant feels that they respect but not respected especially in religious matter. Friday prays are example that immigrants try to compromise their belief with school absence. Moreover, teachers use film as method on every Friday to have discussion about certain issues. However, these films are not recognized as good method by immigrants. This is because there are several naked parts of the film where immigrants forced to watch and be part of the discussion. This is what several immigrants emphasized during the interview and they felt not respected.

Even if the participants tell their opinion about education and teachers in Sweden, they are positive about what they got and education in Örkelljunga.

3.5.3 The experience of teachers

Teachers who has been interviewed and be part of the research had focused on language, labor market issues, intercultural issues, workload, and mother tongue education.

Mostly the main point is that language learning takes time and can't be rushed. Listen to the teachers on the ground and don't politicize migrant inclusion. Create structural solutions and not individual problems. Supporting teachers in education and employment guidance, such an initiative is available through the national ministry of education, skolverket. However, it should be that national employment agency officials, student counselors, teachers, and other officials to focus on their task instead of becoming second grade social workers. This could be accomplished through giving municipalities funds or other measures to hire support staff to guide migrants through bureaucratic hurdles. Migrants need to be responsible for their own situation, but that does not include being experts in filling out forms. Teachers and other officials need to be able to point to a responsible agency instead of being the one left to fill out students forms for them.

There are possibilities for adult migrants to attend language studies and pursuing other skills, or to validate current skills. There is however a tedious bureaucratic process that the individual has to pass through. There is a lack of a responsible official of last resort that has a clear responsibility to guide migrants through this bureaucratic process. Most adults manage this. It does however require a lot of energy that would be better spent learning Swedish. The minority that fall through the cracks of the system do however not fare well.

Their introduction into the job market is delayed by many years, with severely increased costs for municipalities as a consequence.

Mother tongue education is another issue the teachers raised in our interviews. Sweden is a country which believe that fluency in the mother tongue increases the ability to learn and master the language of schooling and has a positive impact on the learner's cognitive skills in general. Moreover, it serves as an instrument to recognize diverse linguistic capital and the value of cultural heritage. However, the challenges to find a people who can teacher mother tongue in small villages is not easy and it can be costly.

3.5.4 The experience of education authorities

From that perspective migrant inclusion in education is interesting primarily because of the Swedish municipalities interest in lowering costs for social benefits by making sure that migrants with a refugee background can support themselves through employment. Secondarily migrant inclusion in education is important from a democratic perspective. Migrants are also political subjects, future voters and stakeholders in the development of society.

The primary challenge is establishing and spreading a cultural realization that migrants are seen as capable adults who are contributing as citizens, parents, employees and drivers of business. Migrants are typically seen as incapable due to prejudice and language barriers. One example of this is migrants not being let into job markets due to lacking language skills, even though the workplace is an excellent environment to improve language skills, once given the chance.

There is a many of different initiatives such as SFI, Yrkes-SFI, Yrkesvux, Lärling, Instegsjobb, Nystartsjobb, Etableringsjobb, Extra-tjänster, utbildningspaket, Jobbspår/DUA/DUNA etcetera. Each initiative has its merits. They are however not well known and not even the responsible officials from the national employment agency always know all the available options. One reason for this is that the issue is highly politicized. This results in the policies and programmes not being used to their full extent and a lot of available funds not being spent. Best practices include very basic and individualized effort where an official follows a migrant all the way to the workplace and monitors the introduction and remains in contact with Migrant and employer in order to work in a hands-on way with each person. Such efforts have good results where they are practiced.

There is an extensive legal framework prohibiting discrimination. There is also a framework in place for mandatory community information in the pupils' mother tongue. Discrimination does however still occur on many levels, but it is clear that it is not allowed. Community information is a good initative. More work is necessary to ensure that the information is received in a way that is useful to the applicant. Also, there is an expectation that 60 hours of community information will result in migrants never needing assistance understanding the convoluted refugee reception systems within different government authorities. This is highly unrealistic. Community information needs to be seen as one effort to start the process of understanding society for new Swedish residents. Maybe more focus should be put on finding information where and when one needs it, and testing methods within a workshop setting.

3.5.5 Best practices

- Learning language at working place with work related language is good for those who are not used to be in the classroom. In Örkelljunga there are a project related this to involve those who are not good at in formal education can be taken to different process at work.
- Sensitization training for those in a power/decision making position.
- Mentorship or body system for individuals
- Local activities who is not formal language course but more informal or non-formal education.
- More activity during the asylum process to get rid of passive status.
- Study visit for teachers to another region, schools to share the best practices.
- Faster and effective validation for qualification of the previous experience and knowledge of immigrants.
- Creating a common certificate to value volunteering of the immigrant in local society and use it for applying a work.
- More CSR – Cooperate social responsibility from local companies to give opportunity for innovative immigrants to start their own business or start to study.

3.5.6 Challenges

- Expectations of language levels, discrimination and acceptance that learning a new language requires time are main barriers.
- Lack of family network and lack of knowledge how society works in Sweden.
- Lack of education alternative.
- Number of the teacher for a class is low and the education system does not serve the individuals need.
- Reforms take time and we need to give more time to change takes place.
- Not to have permanent residence if you don't get a work. In this way migration agency gives message that if you don't work you don't have worth.
- Recognizing the volunteer work as experience and validate it. It was not recognized yet but there are some works in Sweden to accept volunteer work as value to find job.

3.5.7 Conclusion and recommendations:

- Remove all legal barriers that prevent or impede access to education for refugees, irrespective of their migration status. This is particularly important for unaccompanied asylum-seekers aged 18 and older.
- Provide appropriate diagnostic tests, based on scientifically produced and tested material, on students' previous school background, knowledge, and experiences, as well as the adoption of an individual development strategy for each student. Such tests are implemented in Sweden, but according to the latest inspection report, the testing process lacks individualization, their results are not always communicated to all concerned teachers, and they are sparsely used at upper-secondary schools.
- Provide bilingual support (in Swedish and in student's mother tongue) of learning throughout the introductory period. This kind of support represents one of the strongest pedagogical instruments for learning.
- Make sure that long-term educational investment is made in mother tongue education.

- Provide more teachers with training and qualifications in Swedish as a second language. Furthermore, there is a pressing need to organise at least shorter courses for all teaching staff on the structure and pedagogical content of learning Swedish as a second language.
- Avoid educational segregation (for example, no separated classes for an extended period of time, nor schools only for newcomers).
- When applicable, ensure that there is a well-planned transfer from introductory to regular classes, and continuous bilingual and social scaffolding in regular classes, to promote optimal learning.
- Provide ongoing evaluation of students' learning and social inclusion progress.
- Provide awareness education for non-immigrant parents to disarm stigmatization and fears of integration measures influencing their children negatively.
- Provide information and offer close cooperation to newly arrived parents on all aspects of schooling.
- Provide sensitive inquiry into possible traumatic experiences of all asylum-seeking children and ensure that this can be professionally dealt with.
- Ensure that schools work together with local community and civic society in order to integrate both adults and children in local social networks.
- Refugee teachers need more support in Swedish. For many, English training is also needed. They also need to find an academic mentor who will guide them through their university education. This is particularly important for migrant teachers that attend the Fast-track.

Final Remarks:

- Education for newly arrived students in Sweden has developed significantly during the last years in terms of its quality, organisation, allocated resources, content and supporting structures. At the same time, the country has received the largest number of refugees in its history in a single year: 163 000 in 2015.
- If there were one word which could be used best to adequately summarize the policy reforms since then, it would probably be clarity. The main stakeholders in the school system have a much more profound and clear system to work with and follow. There is clarity on who is accountable for students' achievements, results and welfare. Today, all schools, teachers and principals should be/are required to be aware that the newly arrived must be considered and treated as individuals with specific challenges and strengths, that they cannot be automatically placed in various organisational forms without closer scrutiny on their background; and that support in their mother tongue and continuing development of their mother tongue is also a prerequisite for learning Swedish – to mention just some of the most important aspects.
- The remaining problems to be addressed are, as mentioned above, the social exclusion of the newly arrived from the schools' daily life, the concentration of most newly arrived in only certain schools, the poor relations between teachers and parents, the need for employing and assisting language support teachers, the professional development of all teachers in the area of language development, and in teaching and working in increasingly diverse schools.
- However, there is one necessary precondition to fulfil so that newly arrived students get access to equal opportunities in education and fair chances from the beginning. They must be considered and treated as our children, students in our schools with particular educational needs, and thus our responsibility, and not as "temporary others", as refugees and asylum-seekers that perhaps soon will be forced to leave the country. Resilience and empowerment are crafted from enhancing positive traits and reassuring the existence of positive relations between the newly arrived and the receiving society.

3.6 References

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4. SLOVENIA

4.1 Context of education in Slovenia

The official languages in Slovenia are Slovenian, and Italian and Hungarian in ethnically mixed areas inhabited by the Italian and Hungarian national communities.

In 2017 the number of inhabitants was 2065890 (men 1026100; women 1039790). Of these 1946257 were citizens and 119633 (men 77448, women 42185) were foreign citizens.

The Gross Domestic Product per capita in Slovenia was last recorded at 29803.45 US dollars in 2016, when adjusted by purchasing power parity (PPP).

In 2016, public expenditure on education reached 4.8 % of GDP. Expenditure for educational institutions by level of education (for year 2012) were as follows:

- preschool education *20.4%*
- basic education *42.7%*
- upper secondary education *17.2%*
- tertiary education *19.7%*

According to the Slovenian constitution, everybody has a right to free education. The state has the obligation to create opportunities for all citizens to obtain proper education. Basic education is compulsory and is publicly funded. The language of instruction is Slovenian. But, the Italian and Hungarian national communities and their members in ethnically mixed areas have the right to education in their respective language. The status and special rights of the Roma community who live in Slovenia are also protected by Constitution. It is also important to emphasize that the children of migrants – including the children of the asylum seekers - have the right to compulsory basic education under the same conditions as other citizens of the Republic of Slovenia.

In Slovenia, Ministry of Education, Science and Sport – as a government body responsible for the educational system – formulates and implement education policies. More precisely: »The Ministry directly or indirectly outlines national programmes and draws up budgets for preschool, basic, upper secondary, higher vocational and higher education. Furthermore, it lays down criteria for financing public services, oversees budget implementation, supports the salary system administration and standardization of staff statuses, and develops investment and major maintenance programmes. It renders decisions on allocation of different educational programmes to institutions for upper secondary and adult education and seeks consent from the Government before publishing to calls for enrolment for upper secondary, higher vocational or higher education programmes… and has its representatives appointed to the governing boards of public institutions.«[3].

Government has also establish different councils of experts. Their role is to support the Ministry on expert matters in specific areas. Councils are:
• Council of the Republic of Slovenia for General Education
• Council of the Republic of Slovenia for Vocational and Professional Education

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[3] The Education System in the Republic of Slovenia, 11. http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf

• Council of the Republic of Slovenia for Adult Education
• Council of the Republic of Slovenia for Higher Education (it addresses matters of higher vocational education to a certain extent).

Public upper secondary schools, short-cycle higher vocational colleges, higher education institutions, educational institutions for SEN children and residence halls for upper secondary and tertiary students are founded and financed by the state. Pre-school education programmes are financed by municipal funding, fees charged to parents and other sources. Basic education is financed by municipal and state funding. Adult education is financed by municipal and state funding, as well as other sources.[4]

There are also supporting public institutions in education, set up by the state for the purposes of development, support, monitoring and counselling.
These institutions are:
• National Education Institute of the Republic of Slovenia
• Institute of the Republic of Slovenia for Vocational Education and Training
• National Examinations Centre
• Educational Research Institute
• Slovenian Institute for Adult Education
• Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
• Centre for School and Outdoor Education
• National School of Leadership in Education, and
• Slovenian School Museum

The education system is organised as a public service rendered by public and private institutions. It is possible (allowed by law) to establish private educational institutions with their own educational programme. But, in order to implement officially recognised or accredited programmes, private providers must hold a concession (given by the Ministry after the relevant council of experts – e.g. Council of the Republic of Slovenia for General Education for primary and secondary schools – confirms that the programme is in accordance with the public educational programme and educational policies). All public schools are secular and all school space is autonomous. What that means is that all confessional and political activities in school space are prohibited by law. It must be added that the universities and colleges are autonomous.

The Slovenian Education System consists of 4 basic stages[5]:
1. Pre-school education for children aged one to six. It is not compulsory, therefore it is up to parents to decide whether to enrol their child or not.
2. Basic education consists of primary and lower secondary education and is organised in a single-structure nineyear basic school attended by pupils aged 6 to 15 years. It is is compulsory and provided by public, private school, educational institutions for SEN children, and (for adults) adult education organisations. Schools are obliged to organise remedial classes for pupils in need of learning assistance and supplementary classes for pupils who exceed the prescribed knowledge standards. They may adapt assessment to pupils

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[4] The Education System in the Republic of Slovenia, http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf

[5] The Education System in the Republic of Slovenia. http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf

who at the same attend music schools, pupils who are promising athletes, SEN children and immigrant pupils.

3. Upper secondary education. It is non-cumpulsory and it lasts from two to five years. It includes:
- general education, with different types of four-year gimnazija programmes (gimnazija, classical gimnazija, technical gimnazija, gimnazija of economics, gimnazija of arts) and a one-year matura examination course, and
- vocational and technical education, with educational programmes of different levels of difficulty, such as short upper secondary vocational (2 years) and upper secondary vocational education programmes (3 years) ; upper secondary technical education programmes (4 years), vocational technical education programmes (2 additional years after completing a vocational programme) and the vocational course (1 year) in all of which students shall pass the vocational matura to successfully complete the education programme.

4. Tertiary education consists of short-cycle higher vocational education and higher education.
- Short-cycle higher vocational education (2 years) is practice-oriented and developed to meet the needs of the economy. They provide students with vocational competencies in accordance with vocational standards.
- Higher education is organized in three Bologna cycles: the firstcycle features higher professional and academic undergraduate bachelor study programmes; the second-cycle features postgraduate master's study programmes and the third-cycle includes doctoral study programmes.

4.2 Adult education

There is also a wide variety of programmes and training providers in the Slovenian system of adult education Adult education comprises the education, training and learning of individuals who have fulfilled the legal compulsory basic school education obligation and wish to acquire, update, expand and deepen their knowledge, and do not have the status of a regular pupil or student. Adult education is provided by adult education institutions, schools or their units, as well as other public or private institutions, by company training centres and private individuals enjoying a status of a private teacher. The system of adult education is regulated by a special act: The Adult Education Act. Nevertheless some programmes are governed by sector-specific laws. To support a system of an adult education, a special institute was established - Slovenian Institute for Adult Education (SIAE). Each year, the SIAE publishes a catalogue of formal and non-formal adult education programmes. These programmes are divided among:
- Programmes of formal educational qualification for the adults wishing to acquire basic school educational qualification and upper secondary education. As basic school educational qualification is a right, the programmes for basic school education are free of charge.
- Special education programmes. These are officially recognised programmes targeted at special groups of adults particularly those that needs to learn or improve their basic competences or literacy skills or requiring assistance integrating in society. The main officially recognised programmes include

programmes for learning foreign languages, digital literacy, Slovenian language for foreigners, development of literacy and basic competences of adults and family literacy Education programme for success in life. A special officially recognised one-year programme called Project Learning for Young Adults is designed for young people who have dropped out of school before attaining their vocational qualification.

- Informal education programmes. These programmes can be for the further professional training or not. [6]

Recognition of informally acquired knowledge

Slovenia has developed a system for the recognition of non-formal learning and established the national vocational qualification system for recognising competencies on the labour market. Persons who acquired specific knowledge and skills in a non-formal manner may apply to have their knowledge certified. Upon the successful completion of the certification process (including test), the candidate is awarded a certificate of national vocational qualification[7]. Broadly speaking, the Slovenian system of institutions and programmes for the education of the adult covers all Slovenian geographical regions and is more than adequate. In 2015, 37161 (22493 men, and 14668 women) persons were included in the officialy recognised educational programmes for the adults.

ENIC-NARIC centre

Important part of the Slovenian education system is ENIC-NARIC centre. It operates under Ministry of Education, Science and Sport . It is a national academic recognition centre, according to the Act on Convention on the Recognition of Qualifications concerning Higher Education in the European Region. In other words, it is

a competent authority for assessment and recognition of education in the Republic of Slovenia. The assessment of education, made by the ENIC-NARIC is an official opinion that consists of information on educational qualification, the status of educational institution and educational programme, the field of education, the obtained title or degree, a short description of the educational system, a comparison with educational system in the Republic of Slovenia, etc.

The subject of the assesment is fully or partially completed accredited educational programme. Usually that means a foreign educational qualification, but also the Slovenian educational qualification or educational qualifications issued before June 25th, 1991 in the former Yugoslavia. Anyone wishing to apply for the assessment of education must provide:

- the original of the certificate or diploma,
- a photocopy of the certificate/diploma,
- the certified Slovene translation of the certificate/diploma,
- a photocopy of the evidence on the content, duration and the requirements fulfilled during the educational programme (Diploma supplement, annual report cards, transcripts or other),
- a short chronological description of the entire education, prepared and signed by the applicant,

a receipt of the paid costs of the process of assessment of education (50€).

The ENIC_NARIC centre is obliged to issue an official opinion within a two month period of receipt of a complete application.

Assessment of the educational and academic qualification of the immigrants follows the same procedures. For the immigrants that are not in a situation to provide all the documents for a complete application, e.g. asylum seekers, refugees, displaced persons, the assessment follows the recommendations stated in the

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[6] The Education System in the Republic of Slovenia, 53ff. http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf

[7] The Education System in the Republic of Slovenia, 57 . http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf

Convention on the Recognition of Qualifications concerning Higher Education in the European Region, section VII[8] and in the European Recognition Manual for Higher Education Institutions (EAR HEI Manual)[9]. The ENIC_NARIC guide for evaluators strictly follows the manual recommendations[10].

According to the new "Decree on the methods and conditions for ensuring the rights of persons with international protection"[11] from December 2017, persons that can not prove their educational qualifications with adequate documents and wish to enroll in the programmmes of the secondary education, must pass a special examination. The examination consists of general knowledge that includes social sciencies, literature, arts, matematics, natural sciences and english language. The content of the exam is – on the recommendations of the National Education Institut Slovenia – prescribed by the Ministry of the education, science, and sport. The National Education Institut Slovenia also establish a three-member examining board. An official translater can be part of the examination proces. A similar procedure is in place for those who wish to enroll in the short cycle higher vocational programmes and higher vocational programmes. The difference is in the content of the exams and in the institution responsible for the establishing a examination board (National Examinations Centre).

4.3 Context of Migration in Slovenia and labour market inclusion

Before the second world war and first five to ten years after the war, Slovenia was an emigrant country. Since then, it became predominantly an immigrant country. Mostly "thanks to migration flows from other republic of the former Yugoslavia. Many migrants born in other ex-Yu republics got Slovenian citizenship in the early 1990s when Slovenia became an independent state. After that some of them, as well as all newcomers, faced a substantial change in their legal status: former co-nationals became foreigners and later, with Slovenia's EU membership, even so-called "third country nationals". In this process a special (and not yet completely solved) case was a large group of people who didn't get Slovenian citizenship and at the same time they lost their status as permanent residents. Slovenia is still the destination country for number of people from the territory of the former Yugoslavia."[12]. In the last quarter of the 2017 the share of foreing citizens among the whole population was 5,79%[13]. As can be seen from a table below, the vast majority of foreign citizens in Slovenia is coming from the countries of the former Yugoslavia and EU countries.

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[8] "Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously whether refugees, displaced persons and persons in a refugee-like situation fulfil the relevant requirements for access to higher education, to further higher education programmes or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.", https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168007f2c7

[9] The European Recognition Manual for Higher Education Institutions (EAR HEI Manual), Chapter 21, page 129

[10] http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx

[11] http://www.pisrs.si/Pis.web/pregledPredpisa?id=URED7189

[12] Aldo Milohič, 7.2.2013: An overview of the migration policies and trends – Slovenia, http://migrationtothecentre.migrationonline.cz/en/an-overview-of-the-migration-policies-and-trends-slovenia

[13] http://pxweb.stat.si/pxweb/Database/Demographics/Demographics.asp

Foreigners by COHESION REGION, MEASURES, GROUP OF CITIZENSHIP, YEAR and SEX											
			2015			**2016**			**2017**		
			Sex - TOTAL	Men	Women	Sex - TOTAL	Men	Women	Sex - TOTAL	Men	Women
SLOVENIA	**Share (%)**	**Foreigners - TOTAL**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		Former Yugoslavia	76.4	79.3	70.6	76.4	79.3	70.9	76.0	78.7	71.2
		European Union	16.9	16.2	18.3	16.3	15.8	17.4	16.4	16.0	17.0
		Other countries	6.7	4.4	11.2	7.3	4.9	11.7	7.6	5.3	11.8

Source: Statistical Office of the Republic of Slovenia.
http://pxweb.stat.si/pxweb/Database/Demographics/05_population/15_Population_structure/05_05E10_Citizenship/05_05E10_Citizenship.asp
Due to rounding the shares of groups of citizenships do not always add up to 100.0%.
Citizens of Croatia are counted in this group until 2013. This group includes citizens of Croatia from 2014 on. As of 1. 1.

The most common reasons for the immigration in Slovenia are employment and family reunification. The last avaiable data are for 2016 is iven below.

Immigrated foreigners by COUNTRY OF CITIZENSHIP, YEAR and REASON OF IMMIGRATION							
	2016						
	Reason of immigration - TOTAL	Employment	Seasonal work	Family reunification	Study	Other	Unknown
Country of citizenship - TOTAL	13760	6917	...	5392	757	561	133
EU countries	3389	2067	...	572	252	411	87
... Croatia	1095	593	...	251	160	73	18
... other EU member states	2294	1474	...	321	92	338	69
Bosnia and Herzegovina	4811	2521	...	2123	144	8	15
Serbia	1597	1103	...	415	59	15	5
Serbia and Montenegro	...	...	...	...	...	...	...
Montenegro	52	16	...	24	11	1	0
Kosovo	1483	283	...	1178	15	2	5
Other European countries	1741	688	...	804	228	10	11
Non-European countries	687	239	...	276	48	114	10
Unknown	0	0	...	0	0	0	0

Majority of immigrants has finished upper secondary education, 61,26%. This is more or less in accordance with the slovenian labour market structure and demands.

Immigrants aged 15 or more by SEX, COUNTRY OF PREVIOUS RESIDENCE, YEAR, CITIZENSHIP and EDUCATION								
		2016							
		Citizens of the RS				Foreign citizens			
		Education - TOTAL	Basic or less	Upper secondary	Tertiary	Education - TOTAL	Basic or less	Upper secondary	Tertiary
Sex - TOTAL	EUROPE - TOTAL	2102	385	1113	604	11434	3533	6525	1376
	Countries on the area of former Yugoslavia - TOTAL	271	50	162	59	7726	2489	4737	500
	Bosnia in Herzegovina	102	24	68	10	4187	1143	2857	187
	Montenegro	8	0	6	2	51	17	22	12
	Kosovo	16	3	7	6	1041	594	380	67
	Macedonia	29	4	17	8	816	295	417	104
	Serbia	116	19	64	33	1631	440	1061	130
	- EU countries - TOTAL	1678	311	874	493	2976	875	1620	481
	.... Austria	426	91	247	88	103	37	47	19
	.... Belgium	59	4	24	31	16	4	7	5
	.... Bulgaria	1	0	1	0	613	303	280	30
	.... Croatia	195	36	120	39	964	145	644	175
	.... Italy	185	24	102	59	525	132	304	89
	.... Germany	494	124	257	113	154	65	67	22
	.... Slovakia	3	0	1	2	73	28	35	10
	.... United Kingdom	106	5	43	58	77	18	39	20
	.... other EU countries	209	27	79	103	451	143	197	111
	- Other European countries - TOTAL	153	24	77	52	732	169	168	395
	.... Russian Federation	10	0	2	8	434	90	71	273
	.... Switzerland	123	22	63	38	19	6	10	3
	.... Ukraine	4	1	2	1	238	55	72	111
	.... other European countries	16	1	10	5	41	18	15	8
	AFRICA	19	6	4	9	60	24	25	11
	ASIA	67	8	22	37	342	90	147	105
	NORTH AND CENTRAL AMERICA	130	22	51	57	93	26	34	33

SOUTH AMERICA	25	3	13	9	45	16	12	17
AUSTRALIA AND OCEANIA	60	6	41	13	16	5	6	5

Source: Statistical Office of the Republic of Slovenia.
http://pxweb.stat.si/pxweb/Database/Demographics/05_population/40_Migration/15_05N31_soc_ec_charac_immigr/ 15_05N31_soc_ec_charac_immigr.asp

Overview of the immigrant's employment in the different economic sectors confirms the above mention correspondance.

Employed immigrants by ACTIVITY, YEAR, CITIZENSHIP and SEX						
	2016					
	Citizens of the RS			**Foreign citizens**		
	Sex - TOTAL	**Men**	**Women**	**Sex - TOTAL**	**Men**	**Women**
Agriculture, forestry and fishing	3	2	1	45	42	3
Mining and quarrying	2	2	0	3	3	0
Manufacturing	115	87	28	1137	995	142
Electricity, gas, steam and air conditioning supply	2	2	0	4	3	1
Water supply, sewerage, waste management and remediation activities	1	1	0	37	37	0
Construction	49	46	3	1646	1615	31
Wholesale and retail trade, repair of motor vehicles and motorcycles	78	44	34	498	381	117
Transportation and storage	48	41	7	1676	1650	26
Accommodation and food service activities	49	29	20	334	203	131
Information and communication	22	16	6	119	85	34
Financial and insurance activities	3	1	2	16	13	3
Real estate activities	5	3	2	76	42	34
Professional, scientific and technical activities	60	33	27	446	324	122
Administrative and support service activities	28	15	13	705	472	233
Public administration and defence, compulsory social security	61	43	18	1	0	1
Education	27	9	18	83	43	40
Human health and social work activities	27	7	20	54	20	34
Arts, entertainment and recreation	12	8	4	70	52	18
Other service activities	6	4	2	70	23	47
Activities of households as employers, undifferentiated goods and services producing activities of households for own use	6	4	2	12	10	2
Activities of extraterritorial organisations and bodies	0	0	0	0	0	0

Source: Statistical Office of the Republic of Slovenia.
http://pxweb.stat.si/pxweb/Database/Demographics/05_population/40_Migration/15_05N31_soc_ec_charac_immigr/ 15_05N31_soc_ec_charac_immigr.asp

From the table above, it is also obvious that the employed are mostly man. Are women having problems finding work? Maybe. But a quick look at the table showing registered labour market activity status of immigrants shows us a more disturbing picture. A vast majority of women are actualy not even searching employement (at least not on an official labour market). Their activity rate is just 30% while overall women activity rate in Slovenia is 68,6%. For comparison, activity rate among immigrant men is 73,71% (overall activity rate among men in Slovenia is 74,5%).

Immigrants aged 15 or more by SEX, COUNTRY OF PREVIOUS RESIDENCE, YEAR, CITIZENSHIP and ACTIVITY STATUS					
		2016			
		Citizenship - TOTAL			
		Immigrants aged 15 + years - TOTAL	**Active - Total**	**Employed**	**Unemployed**	**Inactive - Total**
Men	**- Countries on the area of former Yugoslavia - TOTAL**	5289	4423	4261	162	866
	- EU countries - TOTAL	3011	1805	1626	179	1206
	- Other European countries - TOTAL	475	347	335	12	128
	AFRICA	53	22	8	14	31
	ASIA	223	138	124	14	85
	NORTH AND CENTRAL AMERICA	118	46	35	11	72
	SOUTH AMERICA	35	19	11	8	16
	AUSTRALIA AND OCEANIA	46	18	10	8	28
Women	**- Countries on the area of former Yugoslavia - TOTAL**	2708	578	427	151	2130
	- EU countries - TOTAL	1643	608	492	116	1035
	- Other European countries - TOTAL	410	214	197	17	196
	AFRICA	26	9	4	5	17
	ASIA	186	83	66	17	103
	NORTH AND CENTRAL AMERICA	105	37	29	8	68
	SOUTH AMERICA	35	11	9	2	24
	AUSTRALIA AND OCEANIA	30	3	2	1	27
Source: Statistical Office of the Republic of Slovenia. http://pxweb.stat.si/pxweb/Database/Demographics/05_population/40_Migration/15_05N31_soc_ec_charac_immigr/15_05N31_soc_ec_charac_immigr.asp						

Why is that so? Part of the answer probably lies in the obove mentioned structure of the labour demand. Most of the jobs are in the sectors demanding secondary education. If we look at the educational structure of immigrants by sex, we get the following figures (for the year 2016):
- Man: basic or less – 23,94%; upper secondary – 64,44%; tertiary – 11,74%.
- Women: basic or less – 37,35%; upper secondary – 39,51%; tertiary – 23,14%.

Important factor may also be a little more complicated procedure for acquiring a working permit in cases of the family reunion but are very far from being insurmountable.

4.4 Migrants and education: inclusion, best practices, and challenges

According to the research made to assess the characteristics of the different models of integration (assimilation, multiculturalim, interculturalism)[14] the general public and immigrants agree that it would be wise to distinguish between two forms of inclusion of migrants in education: on the one side is language education and, on the other side, we can put all the other forms. This can be seen in the analysis of the importance of the different aspect of integration: both groups are in agremeent that for the successful integration speaking language is the most important skill.

Slovenian official integration policy follows this logic and offers an "Initial Integration Programme" that is basicaly a free slovenian langue course with a few additional information about Slovenian society (history, culture and constitutional arrangement). All third country nationals are eligible to attend. The programme can last 180 or 60 + 120 hours (depending on the residence permit of the applicant). Applicants that attend the 120 or 180 hours programme and were present in the course at least 80% of all the hours are entitled to the free-of-charge first Slovenian language exam at the basic level.[15] Persons with international protection are entitled to free courses of Slovene language and acquaintance with Slovenian culture. A similar free and voluntary course is organized for the asylum seekers.

Citizens of other EU states and refugees are entitled to enroll in all education programmes under the same conditions as Slovenian citizens. Other foreign nationals are entitled based on the principle of reciprocity.[16]

It must be said that these programmes also represents the best practices. A lot of other integration programmes (usually implemented by different NGO-s) are organized as an important, indispensable even, addition to these programmes and are offering a learning assistance, additional information about application procedures, information about educational opportunities (programmes, venues, schools...), employment oppurtunities and maintainence of vocational skills.

Noticable barrier is a lack of language courses that would be specifically oriented toward enhancing migrants language skills for the taking the advantages of specific employment opportunities. Employement Service of Slovenia[17] is working to overcome this obstacle with special information and support service for migrants from non-EU countries and dedicated language courses, but migrants are finding them too crowded, undifferentiated by cultural, socio-economic, educational background. They also complain that there is almost no programmes for the migrants with higher level of education. The biggest barriers to the inclusion of migrants in the adult education are connected to the processes of the assessment of the educational and academic qualification. Even though the system is in place, there are a few problemes with its timely

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[14] http://www.debatingeurope.eu/2015/03/26/is-interculturalism-a-better-social-model-than-assimilation/#.Ws3MZIhuaUl

[15] http://www.mnz.gov.si/en/services/slovenia_your_new_country/integration_of_foreigners/; and http://infotujci.si/en/integration-into-slovenian-society/

[16] http://infotujci.si/en/integration-into-slovenian-society/

[17] Zavod za zaposlovanje, http://english.ess.gov.si/the_info_point_for_foreigners

implementation. In other words, individual requests are often proccessed too slowly. This can have an important repercussion for the access of migrants to noncumpulsory education and vocational trainings.

4.5 Field research

4.5.1 Migrants and their experiences and perspectives - methodology and findings

Methodology

We have chosen to concentrate our research on a migrant coming from noneuropean countries for they are the one facing most difficulties in the integration in the slovenian society. We have made four semistructured interview with the migrants that are in Slovenia at least five years and a focus group with eleven migrants that are in Slovenia twelve months at most (some of them are still asylum seekers). We expected a little different finding, because Slovenia was forced to make some changes due to the large upsurge of asylum seekers and refugees since the end of the 2015. We also had an idea that the migrants living in Slovenia at least five years will be able to better represent the attitudes of their diasporas. It turned out that we were wrong about the latter. It seems that migrant diasporas in Slovenia are still not organized as a community(ies) with stronger, consistent and longlasting connections among members. This situation has a direct bearing on all level of integration process, including the inclusion of migrants in the adult education. For example, even most basic information about adult education oppurtunities and possibilities, changes in the official policies etc. are shared only among friends and in a very contingent way.

Findings

1. What is the general situation of education for adult migrants in this country? How inclusive do you think education policy and programmes are in this country towards adult migrants? Are you included in the debate? Do you participate in education policy consultations and confereces? And are you happy with the result of this? Why?

All participants mentioned the initial language courses. They agreed that they are very important, necessary actually. It was also mentioned that inclusion in the basic education was offered to those who had not had the opportunity to finish it in their country of origin. Some of them have finished it. However, they were never and are not included in the official consultations concerning educational policies for migrants. Occasionaly they participate on round tables and debates organised by NGO-s, but they never have a feeling that their suggestions are really getting through.

2. What are the opportunities for language learning for migrant adults? Are they accessible? What works well? What doesn't work? What is the quality of these programmes? Do migrants finish these programmes successfully and do they find jobs as a result?

None of the participants has any major complaints about opportunities for language learning for adult migrants. They all agree that the language programmes are accesible. The informations about them are also available and satisfactory. The asylum seekers and refugees have emphasized that the slovenian language course for the asylum seekers is a very good practice. Nevertheless, the opinions about actual implementation of the course varied. Some are of the opinion that, because it is not obligatory, it should concentrate more on those attendees that are regular and motivated and that it should take place every day (instead of two days in a week). The others did not agree and were satisfied with the existent way of implementation. They all agree that a lot of additional information would be needed to rise the motivation of

asylum seekers to participate. These informations should include potential advantages for the inclusion in the slovenian society and labour market while still being an asylum seeker and also later, after receiving the status of a refugee. As it stands now, asylum seekers are too often left for themselves to find out its potential benefits. The lack of these kind of informations can be, especially in a combination with a long and uncertain asylum procedure, an important demotivating factor.

They expressed similar opinions regarding the obligatory language courses after they received the refugee status. Especially those that were regulary attending the language course as asylum seekers where complaining that the new course started from the basics. That it was oriented towards the beginners. They noticed the teacher's efforts to provide for both groups, but, they think, that can only be done with seperated classes. Additional problem is that migrants are coming from different cultural, ethnic, socio-economic, educational, and religious background. Teachers, even while they are trying hard to be fair and open, are striving to deal with such a diversity. Smaller classes with more homogenous participants were suggested; or additional training in intercultural competences for teachers and/or the inclusion of the additional teachers in the class.

On general, the quality of language programmes is good, but smaller classes and more informal teaching methods would be most welcome. They all agreed that more opportunities for "learning by doing", that is to say, to learn language in a concrete everyday situation would rise their motivation and level of success. There is no doubt that slovenian language is a condition for getting a job. It is not enough, but it is almost impossible to get one if one does not speak slovene.

3. How easy is it when migrant come here to access education? What are the available programmes and systems that help them access education? What are the challenges that migrants find in accessing education opportunities? For accessing vocational education? For accessing colleges and Universities? Are there any validation and accreditation systems that evaluate past experience and qualifications? Are they efficient enough?

Participants agreed that language courses are not the problem from the accessability point of view. The same goes for the basic education (primary school). Access to vocational and tertiary education is more complicated. A special integration service (part of the Government office for the support and integration of migrants) and different NGO-s are providing information and support for the refugees. However, the refugees are finding their services a bit lacking especially regarding information about educational opportunities. They feel that they are too often left to themselves. More precisely, they get the help and support if they manage to find an educational opportunity on their own. What they miss are actual (in time and location) and comprehensive informations about their rights to different educational programmes; informations about educational opportunities available to them; and informations about the best ways and manners to seize them. They strongly expressed a need for this kind of information to be delivered to every migrant without special request made by them. Now, sometimes even the counselors in the employment service needs to be reminded by migrants about the available education opportunities. How many good opportunities were missed because of this systemic lack, they asked? Particulary in the light of the important number of very successful retraining (meaning that retraining ended in employement) for forklift drivers, accountants, cosmeticians, and welders.

The same goes for the validation and accreditation system. The system is in place (cf. page 4-5) but migrants hardly know about it. Those who went through this system or are still cought in it are complaining that it is very demading and that the procedures take to much time (over a year in samo cases).

4. Do you think schools/institutes provide the right kind of teachers that are sensitive to migrant adult learners? What are some problems you have found in this area? What are some best practices? What types of psychosocial support do adult learners find in the education programmes and institutes you know? Do you feel there is discrimination towards certain groups of people in school? Have you experienced, or do you know anyone who has experienced this discrimination from teachers? From other students? From anyone else?

Generally speaking, opinions about teachers themselves are good; there was much more complaints about too crowded and too heterogenous classes (look above 2.). They feel that that represents a big problem for the teachers and for the migrant learners. Some of them who had the opportunity to attend the language classes in the private language schools suggested that the same principles (e.g. small classes – 5-6 pupils with two teachers) should be implemented in publicly financed programmes for migrants. They all agreed that learning methods should be very practically oriented. Those who experienced traditional methods and "learning by doing" methods were adamant that tha latter is a way to go. They don't get the psychosocial support in the school even though teachers are sometimes helping them with problems that are not connected to the educational programmes itself.

They don't feel that discrimination in schools is the problem. Attitudes towards migrants in general population are a different matter. Teachers are always trying to be fair, even though they lack, according to some migrants, certain intercultural skills. A cultural mediator in classess or at the school would be very welcome.

5. Barriers to education? How do you think education can be improved for migrant adults? What can the government and other stakeholders do?

Slovenian language is the biggest barier. A lot of migrants feel that it is very complicated language; especially for those coming from non slavic or even non-indoeuropean language background. They also noticed that everything, education, and employment, is dependant on speaking the language. Even university level programmes in english are rare. The second biggest obstacle is system of the recognition of informally acquired knowledge and the recognition of the educational and academic qualifications. They believe that the procedures are too complicated and too long. They also complained about the lack of comprehensive and timely informations about all educational rights and opportunities (look above 3.)

4.5.2 Experiences and perspectives of teachers, school administration and support personal – methodology and findings

Methodology

We have made four semistructured interviews with the teachers, one with learning support personnel an three with school administrators (principal and two with persons responsible for adult migrant education in school). Two schools were predominatly teaching asylum seekers and refugees and one was more oriented toward third country nationals and economic migrants.

1. From which countries do migrants adult learners usually come from?

Economic migrants and TCN are mainly coming from ex-Yugoslav republics; lately mostly from Macedonia. Situation with asylum seekers and refugees is more diverse: DR Congo, Nigeria, Eritrea, Morocco, Algiria, Syria, Afganistan, Pakistan etc.

2. Are there any factors, such as age and gender, that prove to be challenging to migrant inclusion in education in your school? How are these challenges dealt with? When it comes to adult learners, how is their inclusion in the school programmes? What are the challenges they find? What are the challenges you find with their inclusion?

The biggest chalenge is motivation. This is especially true for the migrants that are obliged to participate in language learning courses or basic education courses. Very often they do not realize how important for their future life in Slovenia is knowledge of slovenian language. Teachers and support personnel (where they exist) are trying hard to motivate them; nevertheless, dropout is very high. Women are also harder to motivate. Young mothers especially. One school has solved this problem by organising a kind of 'kindergarden' for childreen while their mothers are in class.

3. What challenges have you faced in the classroom with migrant students? Why? How have you dealt with this? How are you providing for this challenge?

Challenges are many: a) too diverse classes (e.g. different levels of previous education can have negative effect on a learning athmosphere in the class); b) too homogenous classes (e.g. ethnically homogenous classes are, according to some teachers, harder to motivate – students always revert to their mother tongue while in ethnically diverse class a slovenian can start to work as a lingua franca); c) unmotivated students that are obliged to attend is very often a disturbing factor for other students and teachers; d) classes with too many students; e) teachers are often recquired to offer psychosocial support or to help students with understanding different formulars; e) different level of literacy can also be a big challenge, particulary among asylum seekers and refugees; etc.
Policies to deal with these challenges are diverse. Schools are trying to assess the level of prior knowledge and education of students and to form classes accordingly. Teachers and other school personnel are trying to convince unmotivated migrant students that the courses that they are obliged to attend are really very important, even necessary, for their future. A special course for illiterate migrants are also organized (they are successful, but they must primarily be oriented toward language speaking skills). A very good and succesfull praxis is employment of cultural mediators. But they have to be trained in pedagogical skills. In Cene Štupar school are adamant that the best cultural mediators for their kind of work are migrants with previous pedagogical education.

4. Which language do you use to teach? Do migrant learners understand it? What are the challenges and best practices you have found in mitigating language chllenges in the classroom?

Teaching language is slovenian (in language courses, basic education, and secondary education) and sometimes, if that is really necessary, english. Migrants have problems with that, of course. A very good way to mitigate these problems is for the teacher to learn some words and phrases from migrant's learner's languages. Teachers agreed that migrants always welcome this. But absolutly the best parctice are cultural mediators with pedagogical education that are present in the classes: they are able to notice when a teacher needs help or when o student needs help and to act accordingly.

5. What are your recommendations on a policy or school level for promoting migrant inclusion in adult education?

Recommendations (policy and school level): a) all migrants should be continuously informed about education possibilities, rights and opportunities (this should be obligation of the official integration services); b) cultural mediators with pedagogical education, preferably migrants, should be present in every class; c) for those migrants that are obliged to attend classes a new 'motivational structure' is needed (present one is based on punishment for not attending or dropout); d) schools implementing the official integration programmes in education should be given additional assets so that they would be able to organize 'babysitter service' for those migrant learners that are also parents; and f) more informal teaching methods and "learning by doing" in a real places and situations needs to be encouraged and financed.

6. What are your recommendations for training teachers in dealing with the multicultural classroom.

Teachers should be given the opportunities: to learn more about intercultural approaches to education; to get acquainted with the cultural, social and religious background of their students; to learn practical skills for work in multicultural and multilingual environment; to learn and to use informal teaching methods. Also, supervisions and individual and/or group consultations for teachers were suggested.

7. Do you believe all migrants who finish the courses at this institute have the same chance at employment as everyone else? Do they face discrimination?

It is hard to say whether they have the same chance at employment as everyone else, but it is perfectly clear that if they do not finish the language courses they will have very hard time finding an employment. It is also quite possible that they will face discrimination, because of the general public attitude toward migrants.

4.5.3 Teachers' Responses to Questionnaires

Answer 5 means that respondents are very much in agreement with the statement and answer 1 means that they are certainly not.

	1	2	3	4	5	mode	'median'
I have difficulties in dealing with a multicultural classroom (students from different countries)	3	4	2	5	6	**5**	**4**
Including adult migrants in the classroom is always very difficult	3	4	2	2	9	**5**	**3**
Gender and age differences are many times more difficult to deal with than cultural differences	4	7	3	4	2	**2**	**2**
Language is the biggest barrier to inclusion of migrant learners in the classroom	0	3	2	5	10	**5**	**4,5**
Sometimes native students become impatient or irritated when I try to support disadvantaged migrant learners in the classroom	4	4	3	6	3	**4**	**3**

Some migrant learners seem to discriminate or be prejudiced towards other migrant learners	2	4	9	2	3	**3**	**3**
Racism is a reality in our school	4	7	4	3	2	**2**	**2**
Many migrant learners feel very well integrated in the school with other students	1	2	4	7	6	**4**	**4**
The school is not doing enough to prepare migrant learners for the courses they take	10	4	3	2	1	**1**	**1,5**
I know many teachers and staff who do their best to support migrant learners, especially when they face several challenges	0	0	3	5	12	**5**	**5**
I know that some teachers in this school have not been correct in the way they speak or act towards certain migrant's learners	4	5	5	4	2	**2 and 3**	**3**
I know there are at least 5-10 non-EU migrants who have successfully completed their programme this year (or last)	0	3	2	7	8	**5**	**3**
I know there are at least 10-20 non-EU migrants who have successfully completed their programme this year (or last)	2	3	3	6	6	**4 and 5**	**4**
I know there are at least 100 non-EU migrants who have successfully completed their programme this year (or last)	13	4	2	1	**0**	**1**	**1**
There are hundreds of non-EU migrant learners that complete their studies here every year	15	3	1	1	**0**	**1**	**1**
I have had at least one training on how to address challenges of inclusion for migrant learners in the classroom/school	0	0	0	6	**14**	**5**	**5**
It is impossible to integrate migrants in our school because of their cultural perceptions	12	4	3	1	**0**	**1**	**1**
Inclusion in education is more difficult for migrant women than for migrant men	0	2	3	11	**4**	**4**	**4**
The school needs to have clear policies on diversity in the school, and to implement these policies effectively	5	1	2	6	**6**	**4 and 5**	**4**
Teachers need more training on migrant inclusion in the classroom, methods for bringing the classroom together and overcoming barriers	0	2	1	10	**7**	**4**	**4**
We definitely need better language	0	3	2	5	**10**	**5**	**4,5**

programmes to prepare migrants for courses							
I really don't want to teach migrant students	18	2	0	0	**0**	**1**	**1**
Some students come from families that pressure them to stay away from black, Muslim, or other specific groups of migrants	7	3	7	2	**1**	**1 and 3**	**2,5**

4.6 References:

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5. CYPRUS

5.1 Introduction

The SMILE (Supporting Migrant Inclusion in Lifelong Learning and Education) project aims to build the capacity of adult educators to improve and increase the knowledge, skills and competences of both teachers and migrants in promoting migrant inclusion in adult education. The project will develop training and educational resources that can be used to train migrant educators and teachers to work in cooperation to promote the inclusion of migrants in education.

This report identifies the context of education in Cyprus in relation to education and employment opportunities, gives the background of migration and any policies and/or initiatives of migrants' integration in Cyprus, especially regarding migrants' inclusion in education. Also, the report highlights some of the best practices on migrants' inclusion in education as well as some of the challenges that migrants face in the host country.

The report was drawn on the data collected from the desk research, a focus group with migrants, a focus group with policymakers, stakeholders, educators, teachers and in general those who work with and are in favor of migrants, and finally a survey which was completed by teachers.

5.2 Methodology

The methodology adopted to produce this report has consisted of a 2-step process implemented from January until March 2018: desk research and literature review and field research. CARDET followed the "Research Protocol" which is a detailed document of guidelines developed by IAS / FSM. Firstly, CARDET conducted a desk research regarding the national situation in Cyprus, the policy frameworks on integration and education, the systems of education, and generally on the learning institutes and programmes in Cyprus that promote the inclusion of migrants in education. Also, CARDET studied relevant articles and reports in order to identify gaps and best practices in adult inclusion in education in Cyprus.

Furthermore, CARDET conducted a focus group with policymakers, academics, educators and migrant communities and a focus group with migrants. The general themes of discussion as well as the set of questions for the focus groups were developed by IAS / FSM and the contribution of the project consortium. Both focus groups were conducted by moderators and held in English or/and in national language, depending on the audience's needs. One of the moderators was obliged to ask the questions, while the other one or two persons were responsible for writing field notes. After the completion of the focus groups partners typed up their field notes and produced a summary of the data in English. All the participants of the focus groups singed consent forms.
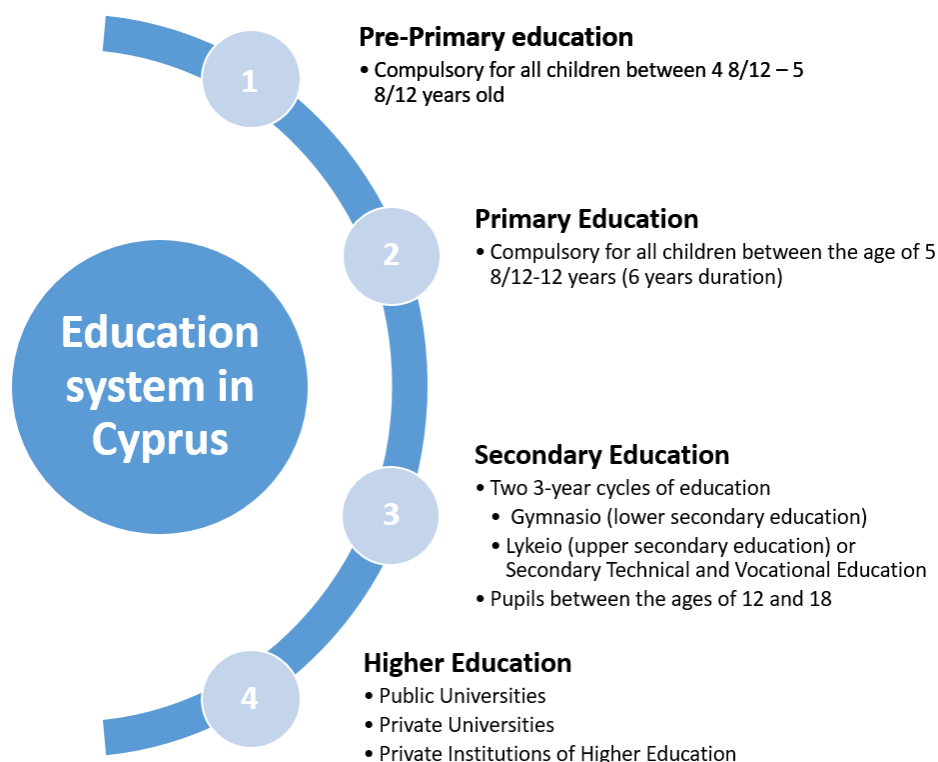
5.3 Inclusion of Migrants in Adult Education - Desk Research

5.3.1 Educational Context in Cyprus

The Cyprus educational system shows several peculiarities in regards with its development over the years. Therefore, is important to make a brief reference to the unique characteristics of not only the Cyprus educational system but also the political context of Cyprus, since this is inextricably linked with the development of the Cyprus (educational) policies and civil society in general.

The Ministry of Education and Culture of Cyprus (MoEC), which is the competent body of the Government, is responsible for all the educational institutions in Cyprus, as well as for the preparation and enforcement of new legislation concerning education, the prescription of the syllabi, the national curriculum and the national textbooks.

The Cyprus Education System consists of 4 stages (of which 3 are compulsory). The first one is pre-primary education, the second one is primary education, the third one is secondary education and the last one is higher education. The diagram below presents the education system and its stages in more detail.

Education system in Cyprus

1 – Pre-Primary education
- Compulsory for all children between 4 8/12 – 5 8/12 years old

2 – Primary Education
- Compulsory for all children between the age of 5 8/12-12 years (6 years duration)

3 – Secondary Education
- Two 3-year cycles of education
  - Gymnasio (lower secondary education)
  - Lykeio (upper secondary education) or Secondary Technical and Vocational Education
- Pupils between the ages of 12 and 18

4 – Higher Education
- Public Universities
- Private Universities
- Private Institutions of Higher Education

The first three educational levels are under the responsibility of the MoEC. The curricula for all the educational levels (except post-secondary and higher education) are developed with the contribution of school teachers, inspectors, and school boards, and can be applied only after the approval of the MoEC (World Data on Education, 2012, pg. 5).

The Council for Educational Evaluation-Accreditation (SEKAP) is the responsible body for the quality assurance and accreditation of the programmes offered by Private Institutions of Higher Education in Cyprus. Moreover, the Cyprus Council for the Recognition of Degrees (KYSATS) is the responsible body for the recognition of higher education qualifications. This which recognizes equivalence, or equivalence-

correspondence for first cycle titles (bachelor's degrees), or just equivalence for postgraduate titles (second cycle - master's degrees or third cycle - PhD). KYSATS may also recognize joint degrees.

Based on the figures of Eurostat (2017), more Cypriot boys are dropping out of secondary school than girls. For the 3rd quarter of 2017, it seems that 5.442 people in general, aged 18-24, which is the 8.4%, were early leavers from education and training.
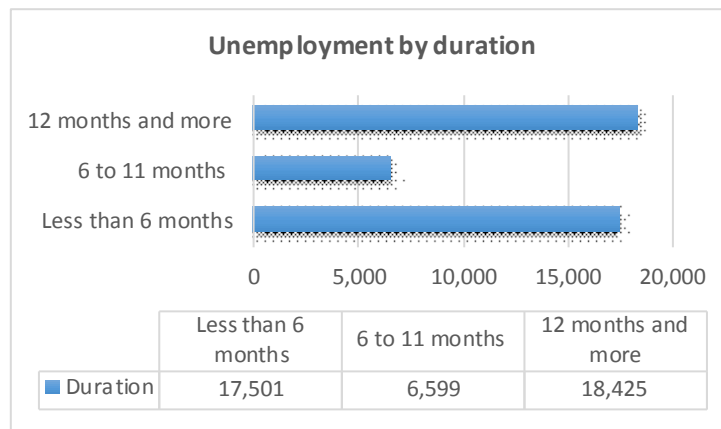
However, a comparison between the data of 2002 and 2016 shows that numbers of dropouts for both girls and boys were halved, since in 2002 around 22.5% of boys had dropped out high school, while only 8.2% of girls were dropouts. In 2016, only 11.5% of Cypriot male students were early dropouts compared with only 4.3% of female students.

The table below shows the number of Cypriots (both males and females) in education, based on the results of the "Labour Force Survey" of the Cyprus Statistical Service (2017).

Education in Cyprus (not gender specific) Data of 2017 (3rd quarter)		
	Percentage (%)	**Actual number**
Highest Level of education completed (25-64)		
Less than Upper Secondary	18,5	86.064
Upper Secondary	38,8	180.992
Tertiary	42,7	198.811
Highest Level of education completed (20-24)		
Less than Upper Secondary	9,3	4.987
Upper Secondary	58,2	31.131
Tertiary	32,5	17.388
Highest Level of education completed (30-34)		
Less than Upper Secondary	12,9	8.853
Upper Secondary	30,1	20.609
Tertiary	57,0	39.029
Participation to education		
In education or training (25-64)	4,3	19.946
Early leavers from education and training (18-24)	8,4	5.442

5.3.2 Employment & Unemployment

The employment rate in Cyprus for the 3rd quarter of 2017 for people aged 20-64 years old is 71.8%, while the unemployment rate for Cypriots aged 25-64 is 8.9%.[18] The graphs below present in more detailed the employment and unemployment data (based on the educational level) for people in Cyprus, based on the most recent data based on the data from the Cyprus Statistical service (2017).

Employment

	Age 15-24	Age 20-24	Age 25-54	Age 55-64
3rd quarter of 2017	27,611	26,027	289,282	57,635

Unemployment

	Age 15-24	Age 25-64	Age 15+
Unemployment rate	8,683	33,732	42,526

Unemployment by duration

	Less than 6 months	6 to 11 months	12 months and more
Duration	17,501	6,599	18,425

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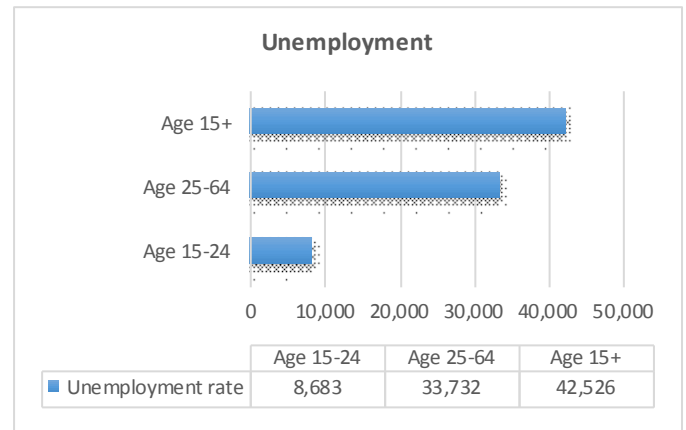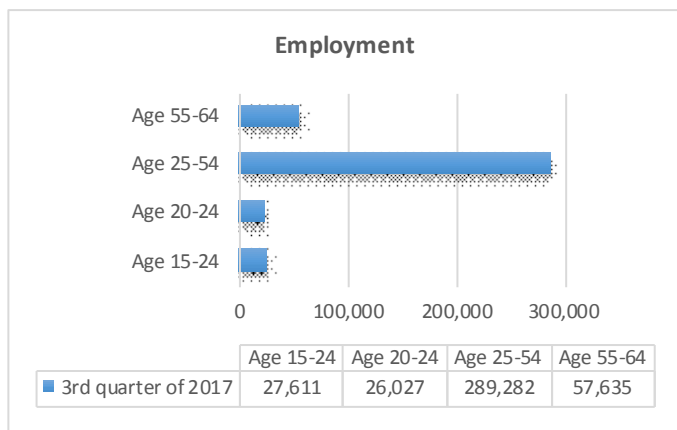
[18] Cyprus Statistical service (2017). "Labour Force Survey" (3rd Quarter 2017)
(http://www.mof.gov.cy/mof/cystat/statistics.nsf/labour_31main_en/labour_31main_en?OpenForm&sub=1&sel=2)

5.3.3. Economic Activity

The table below presents the occupations of people living in Cyprus, including Cypriots, EU nationals and non-EU nationals, based on the most recent data, from the Cyprus Statistical service (2017).

Occupation	Total	Cypriots	EU nationals	Non EU nationals
Agriculture, Foresty and Fishing	9.887	7.399	415	2.073
Manufacturing	27.258	23.502	3.247	509
Electricity, Gas, Steam and Air Conditioning Supply	2.689	2.689	0	0
Water Supply, Sewerage, Waste Management and Remediation Activities	3.115	2.474	642	0
Construction	30.810	21.987	6.605	2.217
Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles	69.671	54.755	12.645	2.271
Transportation and Storage	18.002	15.704	1.979	319
Accomodation and Food Service Activities	39.710	27.638	9.504	2.568
Information and Communication	10.583	9.044	613	926
Real Estate Activities	3.720	3.076	376	268
Public Administration and Defence, Compulsory Social Security	27.488	24.760	1.538	1.190
Financial and Insuarance Activities	20.389	18.389	1.456	543
Professional, Scientific and Technical Activities	27.488	24.760	1.538	1.190
Administrative and Support Service Activities	10.063	7.364	1.793	906
Public Administration and Defence, Compulsory Social Security	29.642	29.100	542	0
Education	25.912	24.437	1.102	372
Human Health and Social Work Activities	20.747	19.082	1.338	327
Arts, Entertainment and Recreation	7.283	5.635	1.250	397
Other Service Activities	12.275	10.567	961	746
Activities of Households	13.211	369	139	12.703
Activities of Extra-territorial Organizations and Bodies	1.543	1.444	99	0

5.4 Context of Migration in Cyprus

The Cypriot society has always consisted of a multicultural blend as a crossroad between three continents. However massive population movements that occurred in the second half of the 20th century for economic, political, and religious reasons caused an international further restructuring of the demographic map.

It is important for the purposes of this study to refer to the unique characteristics of the Cypriot political context as these influences the development of the country's national policies on all the aspects of the country's development. Cyprus became an independent republic in 1960. However, in 1974, Turkey invaded and occupied the north of the island and from that point forward the Cyprus Problem still remains unresolved. Cyprus joined the European Union in 2004 but the EU acquis remains suspended in the occupied area.

After the political situation in the decades of 1950-1980, which led numerous Cypriots to flee and try to find a better life, the strong economic development that characterized Cyprus during the 1980s and 1990s, and the integration of the European Union in 2004 transformed Cyprus into an appealing reception center for immigrants (Vrasidas, Themistokleous, & Zembylas, 2009). The highlight was in 2011 when Cyprus was hosting more than 23 000 immigrants (Republic of Cyprus Statistical Service, 2015). The geographical position of the island, combined with the conflicts in the Middle East which have caused an intense migratory wave, which characterizes Europe in the last 2-3 years, have made Cyprus a usual destination for migrants, asylum seekers and refugees.

According to the latest population census in 2011, the Republic of Cyprus has a total population of 840,407 people, of which 20% are foreign citizens (170,383). Foreign nationals comprised 9,4% of the total population in 2001 (CYSTAT 2011) and 15,5% in 2008 (CYSTAT demographic report 2009). The two main ethnic groups comprising the Cypriot population (956,500 individuals including Cypriots living in the Turkish occupied area) are Greek-Cypriots (71,9%) and Turkish Cypriots (9,5%) followed by Maronites (0,5%,) Armenians (0,3%) and Latins (0,1%) (CYSTAT, 2011).

The most prevalent religions in Cyprus are Orthodox Christian 89.1%, Roman Catholic 2.9%, Protestant/Anglican 2%, Muslim 1.8%, Buddhist 1%, other (includes Maronite, Armenian Church, Hindu) 1.4%, unknown 1.1%, none/atheist 0.6% and the most popular languages are Greek (official) 80.9%, Turkish (official) 0.2%, English 4.1%, Romanian 2.9%, Russian 2.5%, Bulgarian 2.2%, Arabic 1.2%, Filipino 1.1%, other 4.3%, unspecified 0.6%[19].

The population in Cyprus recorded a tremendous increase during the years 1976 - 2011 (Chart 7). In 1976 the population was about 482 thousand and in 2011 rose at 840 thousand, an increase of 358 thousand (or 74.2%)[20].

Foreign nationals comprised 20.2% of the total population in 2011. Out of the 170.383 non-national residents in Cyprus in 2015 about 106.270 (or 12,6%) were EU citizens and 64.113 (or 7,6%) were non-EU citizens.

Regarding the main origin countries of the non-Cypriots residents (EU and non-EU citizens) in Cyprus in 2011, it seems that out of the 170.383 of non-nationals 29.321 (or 17,2%) were Greeks. In second place were the citizens of the United Kingdom (24.046 or 14,1%) followed by the citizens from Romania (23.706 or 13,9%), Bulgaria (18.536 or 10,9%), Philippines (9.413 or 5,5%), Russia (8.164 or 4,8%), Sri Lanka (7.269 or 4,3%) and Vietnam (7.028 or 4,1%).

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[19] Data represent only the government-controlled area of Cyprus (2011 - https://www.indexmundi.com/cyprus/demographics_profile.html)

[20] The censuses of population in the Republic of Cyprus conducted after 1974, do not include the population in the occupied by the Turkish army part of Cyprus, which is mainly composed of Turkish-Cypriots and illegal settlers from Turkey.

Cyprus exceeds by far the share of foreign-born population in the EU-28, holding the second highest place after Luxemburg. In the EU-28 the share of foreign-born population was approximately 11%; 4.1% born in other EU member state and 6.9% born in countries outside the EU-28. In Cyprus the share of foreign-born population was nearly double than the EU-28 reaching 22% in 2014.

Monthly statistics of the Civil Registry and Migration Department of the Republic of Cyprus show that the majority of permits issued to Third Country Nationals (TCNs) were for employment purposes. Out of 63.2 thousand TCN residents in Cyprus in 2016 about 28.6 thousand (or 45,29%) of them were holders of residence permit for employment in the domestic sector (18.844 or 29.92%) followed by immigrations permits (9.302 or 14,72%), international protection (7.036 or 11,13%) and education (4.203 or 6.37%)[21].

The number of long-term immigrants, nationals, and non-nationals, in Cyprus in 2015 was 15.183. The immigration flow was significantly increased during 2002-2011 due to the economic development of Cyprus and its accession in the EU in 2004, while during the period 2012-2015 the number of immigrants dropped, especially after the economic crisis in 2013 and the austerity measures imposed by the Cypriot government. During the period 2012-2015, high rate of unemployment in Cyprus led to an increase of emigration; emigrants in 2013 reached to 25.227, the highest number recorded in the last decades[22].

Regarding the gender distribution of immigrants to the EU Member States in 2015, there were slightly more men than women (56 % compared with 44 %). The Member State reporting the highest share of female immigrants was reported in Cyprus (57 %). It is worth noting that the share of women in the total of non-EU citizens in 2015 was 73%. In absolute numbers out of the 5.922 non-EU citizen residents in Cyprus in 2015, 4.348 of them were women.

While in most EU Member States, the majority of non-nationals were citizens of non-member countries, in Cyprus out of the 15.183 immigrants in 2015, 3.157 were Cypriots and 12.026 were non-nationals; 6.100 of the non-nationals were citizens of other EU member states and 5.900 were citizens of a non-member country. Relative to the size of the resident population the immigration rate in Cyprus in 2015 was 17 immigrants per 1 000 persons, which was the fifth highest rate among the EU member states. The highest rates of emigration in 2015 were reported for Luxembourg (22 emigrants per 1 000 persons), Cyprus (20 emigrants per 1 000 persons) and Malta (20 emigrants per 1 000 persons)[23].

The majority of immigrants in 2015 in Cyprus were between the ages of 25 to 40 which corresponds to 56% of the immigrants, while the number of people who acquired the Cypriot citizenship in 2015 were 3.3 thousand (or 0.4 of the EU-28 total) compared to 2.3 thousand in 2014.

The number of first time asylum applicants in Cyprus recorded a big increase reaching its peak with 9.675 application in 2004. The number of asylum applications reached its lowest point in 2013 with 1.140 applications and rose in 2014 with 1.475 applications, in 2015 with 2.105 applications and in 2016 with 2.840 applications.

In 2016, the majority of first time asylum applicants in the EU-28 were from Syria (335 thousand) accounted for 27.8 % of the total number of first time asylum applicants, followed by Afghani citizens (175 thousand or 15 %) and Iraqis (128 thousand or 11 %)[24].

According to the Office of the United Nations High Commissioner for Refugees (UNHCR), in Cyprus there were 53.494 asylum applications received in the government-controlled part of the country from 2002 to February 2016 (UNHCR, 2016); 6,833 of them granted protection, 24.998 refused, 21.466 closed and 1,719 pending a decision.

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[21] Civil Registry and Migration Department of the Republic of Cyprus, July 2016

[22] Statistical Service of Republic of Cyprus, 2015

[23] *Source:* Eurostat (migr_imm1ctz) and (migr_pop1ctz)

[24] *Source:* Eurostat (migr_asyappctza)

The top five nationalities asylum applicants in Cyprus in 2016 were Syria (41.02%), Somalia (7.92%), Pakistan (7.22%), India (7.04%) and Vietnam (5.28%). Cyprus received 2,840 first-time asylum seekers in 2016, marking a 35% increase from 2015 (2,105 applicants).

129 of the first instance decision on asylum applications were granted the status of refugees, 740 subsidiary protection status and 748 were rejected[25]. Regarding the age of asylum applicants in Cyprus in 2016 about 57% of them were between 18 -34 years old and unaccompanied minors were 24%.

5.5 Inclusion of migrants in education

Education is a critical aspect for migrants' integration in the society of the host country, but at the same time is listed among the greatest shortcomings in most integration policies. One of the most crucial skills regarding migrants' labour market integration is the linguistic skill (MIPEX, 2015). Concerning Cyprus adult migrants' educational needs still remains an urgent requirement, despite the fact that the educational system in Cyprus implements some integration programmes for immigrant pupils, inside and outside school.

Several Greek language courses are offered in Cyprus. One of them is a programme providing free Greek language lessons to third country nationals, which was set up in late 2015 under the EU Asylum, Immigration and Integration Fund (AMIF). A similar one is a programme of a series of Greek language lessons which are offered in public schools to non-Greek speaking students.

EU Citizens have very much the same rights as Cypriot citizens. They are free to enter, leave, travel and live in Cyprus and may also engage in any economic activity, either as paid employees or self-employed persons, service providers or engage in any educational opportunity in Cyprus, under the same conditions as Cypriot citizens. European citizens who live in the Republic of Cyprus and members of their family are entitled to education in the State Educational Institutes, as are Cypriot citizens.

As for non-EU citizens, in order to live in the Republic of Cyprus, Third Country Nationals (TCNs) have to hold a long stay visa usually issued for employment or study purposes. Most TCNs come with work permits to pre-specified positions and for discrete periods of time and often are employed in domestic help. TCNs have the right to access public education under the same conditions as the citizen children of the Republic of Cyprus. All TCNs coming to Cyprus in order to work or study are obliged by law to have private health insurance, which covers part of the cost for inpatient and outpatient treatment, as well as pharmaceutical costs.

Finally, regarding asylum seekers, the responsible body for examining asylum applications is the Asylum Service, a department of the Ministry of Interior, which ensures that the examination procedure is concluded within 6 months of the lodging of the application. Asylum applicants may be granted Refugee Status or Subsidiary Protection Status. Though the two statuses have little distinction between them, a major difference is that subsidiary protection does not enjoy the right to family reunification.

Asylum seekers are permitted to access the labour market 9 months after the submission of an asylum application and work in certain sectors, such as Agriculture, Animal Husbandry, Fisheries, Manufacturing, Waste-Management, Wholesale Trade and Repairs.

Those whose applications lead to Refugee Status or to Subsidiary Protection Status receive equal treatment as the citizens of the Republic regarding employment, education, health services, social security etc. No restrictions remain with respect to their employment in particular sectors or occupations of the labor market.

The Refugee Law provides that all asylum-seeking children have access to primary and secondary education under the same conditions that apply to Cypriot citizens, immediately after applying for asylum and no later than 3 months from the date of submission. In practice, the vast majority of children access public education. Extra Greek language lessons are offered to students to facilitate their integration in the school. In the case

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[25] Asylum Service of the Ministry of Interior, Republic of Cyprus

of unaccompanied children who reside in the youth homes under the guardianship of Welfare Services, a special educational programme operates, focusing mainly on Greek and English language acquisition.

5.5.1 Best practices - Migrant inclusion in education

Programme for Greek Language Teaching Applicable to Migrants and Other Foreign Language Speaking Residents of Cyprus: "Learn Greek! It's for free and it's fun!"
(http://www.ekt.org.cy/index.php?pageid=76&lang=en)
This programme was offered by the Ministry of Education and Culture. It was part of the Operational Programme "Employment, Human Capital and Social Cohesion 2007 – 2013". According to the Ministry of Education (2008) "this project fell under the EU objective for the increase of the economically active and employed persons belonging to vulnerable social groups and will have as a result the expansion of the labour market". The aim of this program was to prevent the social exclusion of immigrants and to promote the social and economic cohesion. The program was co-financed by the European Social Fund and the Republic of Cyprus.
More specifically the program was implemented by the Adult Education Centres by the Ministry of Education and Culture during the school periods 2010 – 2011, 2011 – 2012, 2012 – 2013, 2013 – 2014 and 2014 – 2015. These lessons were free of charge and were offered in 90-minute sessions. There were also three different levels: Level A for persons who are beginners, Level B for persons who have basic Greek language skills and Level C for persons who can communicate orally and in writing.

Colourful societies programme

According to this programme, municipalities from Nicosia try to promote actions for the integration of migrants. The municipalities participating in this programme are: Strovolos Municipality, Lakatamia Municipality, the Development Company of Nicosia, the Strovolos Municipal Multipurpose Foundation and the consulting firm Opinion and Action Services Ltd. The municipalities of Latsia, Geri, Tseri, Egkomi, Aglatzia and Dali participate also in this programme. More specifically they deliver language lessons to immigrants in order to become able to have access to employment, education and training.
It is also notable that in the context of this programme migrants are encouraged to be in contact with local communities and to participate in cultural events and other happenings. This promotes their social inclusion. This programme is based on European practices for a more effective integration in a multicultural environment.
This programme includes a lot of activities which support and meet the basic needs of immigrants. This range of activities promote migrants' social inclusion, training, and education in Cyprus. More specifically the programme tries to familiarize immigrants with the society and the cultural diversity.
Finally, the programme includes workshops, trainings in using computers, seminars and workshops about the history and the culture of Cyprus, and the employment situation in Cyprus. The programme establishes also workshops with mixed groups (immigrants and Cypriots) focusing on musical tradition, culinary flavours of each country and networking for immigrants' organisations.

Greek Language Courses for Third Country Nationals (I Learn Greek) (http://www.ilearngreek.eu/en/**)**

The project "Greek Language Courses for Third Country Nationals" is co-funded by the Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%) and aims to support the integration process of Third Country Nationals in the Cypriot society by providing them the opportunity to learn the Greek language and improve the social inclusion capacity.

The "I Learn Greek" project provides the opportunity to Third Country Nationals (TCNs) to participate in free face to face Greek Language courses. The project aims to support the integration process of TCNs in the Cypriot society by providing them the opportunity to learn the Greek language and improve the social inclusion capacity. The project offers 4 levels of Greek courses, which have a total of 48 lessons (12 lessons for each level). The lessons are categorized based on their level of difficulty: 2 courses of basic level (Level A1, Level A2) and 2 courses of intermediate level (Level B1-GR, Level B2-GR).

Below there are more information regarding the course level options, as mentioned on the official project website[26]:

Beginners' level: People with limited knowledge of the Greek language or no knowledge at all.
Intermediate level: People with some basic knowledge of the Greek language.
Firstly, participants have to choose the course level that will best suit their needs. Later, a diagnostic assessment takes place -during the first lesson- in order to determine each participants' level. After this assessment the teacher decides in which level each participant will be placed.
Depending on the level of each course, the lessons aim at introducing the Greek language, helping TCNs communicate in Greek (finding information about the host country, their residence, transportation, and other daily activities), teaching grammatical rules, useful vocabulary, how to write formal letters, emails etc.
The courses were held in Nicosia, Limassol, Larnaca, Pafos and Deryneia. For the first 1,5 year of the project 378 Third Country Nationals attended the courses and 232 people successfully completed them.
The project will run for another 1.5 year, during September 2017 until December 2018.

5.5.2 Barriers to Migrant Inclusion in Education

As it was mentioned before education is one of the biggest weaknesses regarding integration policies in most countries, and in Cyprus as well. The Cyprus Education system, and more specifically the Ministry of Education of Cyprus shows a lot of interest to immigrant pupils, implementing educational integration programmes both inside and outside school. However, the educational needs of adult migrants still need to be addressed. One of the biggest challenges regarding adult migrants' education is the fact that there is not a legal framework in Cyprus regarding their integration, and as a result there is not a specific educational policy especially focused to adult migrants' needs. However, some introductory courses that take place in collaboration with the Ministry of Education, the NGO's and Local Authorities are offered to adult migrants, providing them with the basic knowledge of the language and culture of Cyprus. This kind of integration programmes are considered to be very important since they support migrants becoming aware of the various aspects of life of the host country and society, but unfortunately, they are not enough.

5.6 Inclusion of Migrants in Adult Education - Field Research
5.6.1 Focus group with stakeholders

Number of participants: 11 participants (teachers of Greek language, academics from Universities, representative of NGO, representative of the Pedagogical Institute of Cyprus, representative of the Cyprus Ministry of Interior - Civil Registry and Migration Department, youth workers)

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[26] http://www.ilearngreek.eu/en/

Metholodolgy: The Focus Group focused on the experiences and opinions of policy makers, stakeholders, academics and educators regarding adult migrant's education.

Overview

Based on the results from the discussion with the stakeholders and policymakers who are supporting migrants to lifelong learning, we can conclude that there is a lack of policies regarding adult migrant's education in Cyprus.

The participants also highlighted the fact that teachers and educators really need to be more educated and trained on how to teach, include and coexist with migrants. Most of them mentioned that trainings not only for teachers but also for people working in favour of migrants in general are really important. According to

them they really need to participate in seminars, workshops, or other training sessions in order to improve their skills, to acquire new knowledge and be able to use new techniques.

Focus Group analysis

From which country do migrants usually come from?

Bulgaria, Romania, Russia, Philippines, Sri Lanka, Poland

Are there any policies in the school/institute that promote diversity? How are these policies implemented? Are they successful?

The participants were asked about the policies that the Cyprus Educational system promotes regarding the inclusion of migrants in schools/institutes. In some cases, experts stressed the fact that initiatives and measures form governments are not always enough or effective. This issue is very clearly highlighted in the following quote by one of the interviewees: *"Interestingly the migrant integration issue in Cyprus is not a theoretical problem but a reality that needs to be faced. The limited actions and measures initiated by the public sector (governmental initiatives) have been constantly failing or are not being that successful in implementing integration smoothly. What seems to work, however, are some initiatives of the private sector (voluntary and NGOs initiatives)."*

One of the participants mentioned that a good policy that is promoted at the moment from the Pedagogical Institute of Cyprus, is the "employment" of migrant parents at schools, both in primary and secondary education, in order to help with several school activities, such as school registrations, gardening, support at school events etc.

Another program / policy that was mentioned was the program DRASE which is however offered to minor migrants. Minor asylum seekers and minor children of applicants have the right to access public education under the same conditions as the citizen children of the Republic of Cyprus. As far as at concerns subsidiary protection, the Reception Regulations stimulate that all asylum-seeking children have access to education under the same conditions that apply to Cypriot citizens, immediately after applying for asylum and no later than 3 months from the date of submission. However, due to the fact that Greek is the language of instruction in Cyprus public schools, extra free Greek language courses are offered after school hours in some educations in order to assist the integration of students whose native language is not Greek in the school system.

In 2015 the Ministry of Education and Culture implemented the DRASE program (Actions for School and Social Integration). The program is co-funded by the European Social Fund and the Republic of Cyprus. The DRASE program aims to ensure the welfare and support of economically weaker students, strengthen social cohesion by reducing the risk of social marginalization and exclusion, improve learning outcomes, and reduce school failure, delinquency, and school dropout.

Also, some of them mentioned that some adult migrants want to learn about training and educational opportunities but unfortunately, they don't know how. This is a result of the fact that such opportunities for migrants are not promoted enough by the government of Cyprus, so migrants are not aware of the educational opportunities that they can have in Cyprus.

Moreover, three of the participants agreed that the country of origin of the migrants is a very important factor regarding their interest in education and lifelong learning. As they mentioned their culture or even their religion can be considered as very important for their decision making. Also, the reasons behind their movement is another crucial factor, since migrants who faced war, persecution etc. are not very interested (at least during the first period) in lifelong learning. Therefore, experts noted that the knowledge about migrants' motivation plays an important role in better understanding their behaviour and willingness / reluctance to integrate and participate in education. The needs of migrants change from year to year, therefore participants mentioned that they have to change their approaches, material and teaching methods in order to adapt it to migrants' specific needs.

What are the measures taken for the accreditation of migrants' qualification, and also their skills and competences and experiences? Is there a system in place? Which are the responsible authorities and how is the procedure?

According to the comments collected during the focus group, it was mentioned that in Cyprus there is not a specific system of accreditation of migrants' qualifications, skills and competences. The only thing that exists is a program offered by the Cyprus Ministry of Education / Pedagogical Institute of Cyprus which assess and supports minor migrants after getting in schools.

How are teachers being trained and positioned to teach mixed classrooms, which include adult learners? Do they experience challenges?

Unfortunately, teachers in Cyprus are not specifically trained on how to teach in a mixed classroom. Most of the interviewees mentioned that they did not attend any trainings on how to interact with migrants and teach in a mixed class. Some of the participants (social worker, counsellor, and psychologist) had some relevant courses while they were studying but besides that the government rarely offers any kind of specific training courses for professionals working with migrants. One of the experts (language teacher who works mainly on teaching Greek to migrants) commented that "*it's not fair that they expect from us as educators to know how to approach migrants, just because we studied pedagogy. Migrants constitute a very specific category of people who need specific approach and treatment. Our work is not easy. We need more support from the government and the relevant services.*"

Some of them said that they had some opportunities in the past to participate in some trainings and/or seminars offered by NGOs in Cyprus that work on migration and integration issues. However, they stressed that is mainly up to them to find training opportunities regarding this issue and in most cases those opportunities are not enough for their professional development.

What challenges have you faced in the classroom with migrant students, or other students? Why? How have you dealt with this?

According to the participants comments, the most common and important challenge that they always face in a classroom with migrant students is language and communication. More specifically one of the participants mentioned that "*the needs of migrants are correlative to language learning. If a migrant doesn't know his*

host country's language, he will not be able to go to school or university, find a job, go to the bank, the supermarket or talk with his children's teachers". In addition to that participants noted that migrants need to acquire social and communication skills as well as guidance for curriculum, job applications and interviews.

Are teachers favourable towards migrant's inclusion in the school? Which language do you use to teach? Do migrant learners understand it? What are the challenges and best practices you have found in mitigating language challenges in the classroom?

Teachers mentioned that they are always trying to be inclusive with migrant students and whenever needed they are promoting the use of different teaching techniques and methods, based on the specific needs and educational level of migrants. However, some of the participants commented that since they lack of special training and education on how to include and integrate migrant students in a mixed class, some of them feel trapped during lessons, when they cannot deal with specific situations that may come up.

The language used in adult education (colleges, universities, institutes) is usually English, except of cases that the course needs to be taught in Greek (eg. Greek Literature courses). At the Adult Education Centers of the Ministry of Education of Cyprus most of the lessons are taught in Greek but in the case of Language courses teachers have the opportunity to use English language as well.

However, in public schools the official teaching language is Greek. So, teachers have to use the Greek language which causes several issues when they have mixed classes and migrant students don't speak or understand Greek. In these cases, teachers have to provide additional help to migrant students during or after the lessons, in order to support their learning process.

Do you believe all migrants who finish the courses at this institute have the same chance at employment as everyone else? Do some groups still face discrimination? Which groups and why?

Some of the participants mentioned that there are some difficulties regarding migrants' employment because they have to be accepted by society and then to take a job in Cyprus. Some Cypriots believe that migrants can take only low skilled jobs. They are usually excluded by the public sector, in other words they rarely take a job in the public sector. Unfortunately, there is a stereotype and migrants are excluded from specific jobs.

Specifically, one of the interviewees noted the following: *"If they are not unemployed, migrant women are mostly housewives caregiving their children (if they have) or working in shops or supermarkets. As for men, if they are not unemployed, they work in the touristic sector, the construction/ building sector, the agriculture sector, in gas stations, etc."*

Another participant mentioned that migrants need to be supported by trainers in order to develop their host country's language skills. This is extremely important if we take into consideration that they have to be able to speak the host country's language in order to find a job and to be integrated into the host country's society. As a consequence, migrants need to be able to get qualifications which will support them during their search for job. Considering that qualifications play an important role during recruitment, migrants should take advantage of seminars, workshops or even training programmes that may help them find a job.

What are your recommendations for training teachers in dealing with the multicultural classroom? What are your recommendations for training school support staff? And migrant communities? (Presentation of the SMILE project tools and collection of feedback)

While concluding our discussion, participants were asked to mention what kind of knowledge and training they believe that it would be important for them to have for their personal and professional development.

All of them mentioned that they need to receive experiential training regarding teaching in a multicultural class and dealing with any issues that may come up.

Also, participants mentioned that they would be really interested in having a tool where they could find best practices regarding migrants' inclusion in education. This would be useful not only for their professional development but also for being able to implement other examples in case that they are facing other issues. Generally, the vast majority of the participants mentioned that they would be interested in participating in trainings or receive educational material on the following areas:

- Communication
- Intercultural Education (Working efficiently with multi-ethnic groups)
- Facilitation (best practices in succeeding with facilitation; supporting facilitation skills)
- E-tutoring (good practices in online teaching)
- Learning and teaching methods to improve teaching competence

5.6.2 Focus group with migrants

Number of participants: 16 migrants
Metholodolgy: The Focus Group focused on the opinions and experiences of adult migrants in Cyprus regarding their opportunities to participate in adult education, the difficulties that they face and can be improved.

Focus Group analysis
What was your initial aim/intention when you arrived in this country?

Most of the participants mentioned that they came to Cyprus hoping to find a job, while some of them said that the reason behind their migration was to save themselves and their families from war or persecution or to reunite with some family members that have already came to Cyprus.

Do you have any working experience here? What do you think you need to be employed here? (skills, competences, social support)

Some of the participants mentioned that they had previous experience in working in Cyprus (one of them is a school counselor, one of them is an accountant, two of them are journalists, one of them is a manager). The rest of the participants mentioned that they cannot find a job in Cyprus or they are still studying, or they are asylum seekers, so they don't have the right to be employed at the moment.

What is the general situation of education for adult migrants in Cyprus? Have you received any kind of education/training/language course in this country? Or are you planning to do so? What are the challenges that migrants find in accessing education opportunities?

Some of the migrant interviewees mentioned that they had several difficulties at the beginning regarding accessing higher education programs because of a bureaucratic system that does not allow them easily to receive a scholarship. However, some others commented that since the private universities and colleges in Cyprus offer educational programs which their teaching language is in English, they didn't have any issues in getting at the Universities.

One of the participants commented the following: *"The only condition was to speak English, because they are using this language to teach. This is good for migrants."*

A very interesting observation resulting from the focus group is that none of the migrants had the opportunity to participate in any kind of integration training program. As it was mentioned by one of the participants *"We don't even know if Cyprus offers any kind of training programs for migrants. We would love to participate in trainings regarding our integration and this would be very useful for us, but we have no idea who to ask about this kind of opportunity."* Some of them pointed out that information about trainings and courses for migrants rarely reach them since they are usually not disseminated through social media.

Do you think schools/institutes provide the right kind of teachers that are sensitive to migrant adult learners? What are some problems you have found in this area? Have you experienced, or do you know anyone who has experienced this discrimination from teachers? From other students? From anyone else?

The participants mentioned that they don't usually have issues with their teachers or trainers. In most cases they are very supporting and willing to help migrant students with any problems that they may face. However, one of the participants mentioned the following: *"Some other migrants complaint about some lectures who switch the teaching language from English to Greek during the semester."*

How easy is it when a migrant come here to access education / What are the opportunities for language learning for migrant adults? What are the available programmes and systems that help them access education? How early does education access start (from when an asylum seeker/migrant arrives)?

As far as it concerns migrants' needs, the most common issue that was repeatedly mentioned by most of the participants in the focus group was language learning. The communication problems were very strongly stressed by all migrants. All the participants mentioned that language is a major issue. Some of the employees in governmental positions in Cyprus speak English but migrants are not always able to communicate in English or understand specific terms and they cannot find help from anywhere else. Also, they mentioned that most of the paper work that they have to complete is usually in Greek and in cases that the official papers are in English and they might need some help they don't easily find someone who can help them.

Language issues also have an impact on several other daily activities of migrants, such as finding information for simple activities like public transportation, health services, filling in forms etc.

The participants mentioned that one of the first things that they need as soon as they arrive to the host country is learning the language. According to their comments, some of them were able to participate in free Greek language courses. Some of them at the Open University of Cyprus and some others at one of the private colleges of Cyprus, KES College. The KES College in collaboration with CARDET and other partners from Cyprus offer free Greek Language courses for Third Country Nationals, in order to support their integration process in the Cypriot society and labor market.

5.6.3 Online survey results

Methodology: The questionnaire was distributed online and in printed format to a total of 20 teachers / academics. 13 of them completed the survey online and the rest of them (7) completed it in printed format (the results were transferred online in order to be analysed with the online responses).

Analysis: A general comment concluding from the results of the questionnaire is that teachers and academics feel strongly the need to participate in more trainings and learning activities regarding how to integrate migrant students into the classroom and how to use more inclusive teaching methods which will help them to overcome any barriers and issues that may come up. Also, it is important to mention that most of the participants (75%) believe that language is not the biggest barrier to inclusion of migrant learners in the

classroom, while only 25% believe that gender and age factors are many times more difficult to deal with than cultural differences.

Regarding discrimination it seems that only 35% of the teachers and academics believe that racism is a reality in their school or institute. At the same time, almost half of them (40%) mentioned that native students may become impatient or irritated when teacher tries to support migrant learners in the classroom and 60% disagreed with the statement that migrant learners feel very well integrated in the school with other students.

Another key point is the fact that the vast majority of the participants (80%) mentioned that they don't know many teachers or staff who do their best to support migrant learners, especially when they face several challenges, while only 45% of them mentioned that they know teachers that have been correct in the way they speak or act towards certain migrant learners.

As far as how many migrant students successfully complete their studies, participants seemed to not have an accurate answer since most of them mentioned that the neither agree nor disagree with those statements.

The chart below presents an analysis of the data collected from the questionnaire.

Q1: I have difficulties in dealing... — 35% / 5% / 40% / 20%
Q2: Including adult migrants... — 5% / 35% / 20% / 30% / 10%
Q3: Gender and age differences... — 5% / 30% / 40% / 10% / 15%
Q4: Language is the biggest... — 25% / 50% / 15% / 5% / 5%
Q5: Sometimes native students... — 5% / 30% / 25% / 20% / 20%
Q6: Some migrant learners... — 10% / 30% / 30% / 25% / 5%
Q7: Racism is a reality in our school — 10% / 40% / 15% / 30% / 5%
Q8: Many migrant learners feel... — 60% / 30% / 10%
Q9: The school is not doing enough... — 25% / 20% / 15% / 40%
Q10: I know many teachers and staff who... — 10% / 70% / 15% / 5%
Q11: I know that some teachers... — 5% / 25% / 25% / 35% / 10%
Q12: I know there are at least 5-10... — 30% / 60% / 10%
Q13: I know there are at least 10-20... — 5% / 35% / 55% / 5%
Q14: I know there are at least 100... — 5% / 5% / 60% / 3%
Q15: There are hundreds of non EU migrant... — 5% / 15% / 55% / 25%
Q16: I have had at least one training... — 5% / 45% / 35% / 15%
Q17: It is impossible to integrate migrants... — 5% / 15% / 55% / 25%
Q18: Inclusion in education is more difficult... — 10% / 15% / 70% / 5%
Q19: The school needs to have... — 35% / 60% / 5%
Q20: Teachers need more training... — 50% / 50%
Q21: We definitely need better... — 50% / 40% / 10%
Q22: I really don't want to teach migrant students — 10% / 15% / 75%
Q23: Some students come from families... — 10% / 10% / 55% / 25%

■ 1 (Strongly Disagree) ■ 2 (Disagree) ■ 3 (Neither agree nor disagree) ■ 4 (Agree) ■ 5 (Strongly Agree)

5.7 Conclusions and recommendations

The research that has been conducted in Cyprus revealed the lack of official policies in Cyprus regarding adult migrants' education. The focus groups and interviews supported the results that came out of the desk research, showing the need for more educational opportunities for migrants, as well as more training and support to policymakers, stakeholders and educators who work in favor of adult migrants.

When planning adult migrant education activities, it is necessary to consider that regular lessons are not always effective enough; so, it is necessary to involve adult migrants more actively in the learning process.

Educational programs for adult migrants should be designed taking into consideration the specific needs of each migrant and avoiding the one-size-fits-all criterion. Also, the host country should be able to assess the skills and prior knowledge of migrants, in order to support them for their lifelong learning and employment. Also, any kind of integration activities and/or educational courses should involve adult migrants more actively in the learning process, since it seems that regular lessons are not always enough.

5.8 References

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6. RECOMMENDATIONS

The following are recommendations drawn from the research conducted in Malta, Slovenia, Cyprus and Sweden, and are continuous with the recommendations outlined in the introduction section of this research report.

The importance of Language learning and use of informal methodologies

Initial language courses for newcomers are very important and necessary for inclusion in the host society. If there is a lack of development of adequate language skills, migrants' possibilities for employment and continuous education are severely reduced.

Formal teaching methods are not always effective in language learning; many migrants prefer informal teaching methods because they offer an opportunity for "learning by doing". In this way participants are learning the language in the context of everyday situations, and this increases their motivation to learn, and their level of success. Smaller classes permit teachers to focus on individual needs and particular challenges, while cultural mediators from the same country of origin and language background as the participants, who are fluent in the host language, can improve outcomes if they are trained in cultural mediation.

Classroom dynamics

Most language classrooms are very diverse. Migrants learners are coming from different cultural, ethnic, socio-economic, educational and religious background. This can present an obstacle to teachers, who struggle in dealing with such a diversity. Homogenous classes can make it easier on the teacher, however, learning in such a diverse group can also present important opportunities for discussing issues in a more diverse manner. Homogenous groups can be limited by sociocultural barriers. For this reason, classrooms can be varied, allowing for diversity but switching at times to homogenous groups when required.

Teachers usually try their best to help students, to be non-discriminative and inclusive. However, there are always some misunderstandings due to the cultural differences and communication barriers. Teachers need additional training for improving intercultural skills such as communication and understanding. This training needs to include topics such as religious, gender and ethnic diversity. A discussion needs to take place within educational institutes regarding the role of the teacher in identifying and addressing individuals who may be vulnerable, since there is a variation in response among teachers. Some teachers perceive this as part of their role, while others feel that they do not have the training or the mandate to do this work.

Inclusion in the education system

Migrant students face various problems of inclusion in adult education. They lack access to appropriate, simple information regarding their educational opportunities, which enables them to further connect with education offices and institutes and apply for various courses and programmes. One stop shops are limited but are highly effective in meeting the needs of migrants in knowing the labour market in the host country, and finding education opportunities to improve one's skills and adapt to that market.

Access to stipends is very limited for some migrant students, who believe this is an injustice and a discrimination against them, especially if they or their relatives work in the host country. Working to pay for tuition, study materials and books, as well as living expenses can greatly limit migrant students in finding time to study and to catch up with extra language training they may need. Adults who have missed out important school years may have poor literacy skills, and therefore adult education needs to develop and use new tools for addressing their literacy needs. Personal career preferences and interests are important to respect when providing information, guidance and outreach services to migrants.

Validation and accreditation systems are often a barrier for many migrants, where procedures are complex, discouraging the continuity of employment and education do not facilitate continuous education and employment inclusion. Many migrants are not informed about these systems and they find applications to be extremely demanding. Processes for accreditation and validation may take a long time, pressuring applicants to move on to meet their needs in other ways instead of pursuing better education and employment opportunities.

Migrants in this research express the fact that they face many barriers and limitations in relation to education. Access to psychosocial support is limited, even though teachers try to help them many times. The type of support migrants need requires an understanding of their context and background, as well as key skills in advocacy and mediation, and an experience of working with individuals and groups facing social exclusion. Migrants also feel limited in their representational capacity; they are often invited by NGOs and government stakeholders to express their opinions, but they feel that they are not heard, or not taken seriously. This often leads them to feel isolated and demotivated from active citizenship and participation in society, and indirectly this effects their education and employment prospects.

Motivation

Lack of motivation to take up new education and employment opportunities is a barrier we often do not discuss, but extremely relevant to addressing migrant inclusion in host societies. Very often migrants are required to take up and complete certain courses, but they do not always realize the importance of these courses for their future life in the new country. There needs to be more done on raising the awareness of adult migrants on the benefits of education, as well as the consequences of isolation and social exclusion.

Some groups are more difficult to motivate than others, including those who have poor literacy. Sometimes women are harder to motivate, especially if they are young mothers who lack access to free or subsidized childcare. Targeted outreach programmes can use background information on such groups to provide accessible and relevant information and connect them to opportunities which can support them in developing themselves and improving their opportunities.

7. APPENDICES

SMILE

**Supporting Migrant Inclusion in Lifelong Learning and Education (SMILE)
CONSENT FORM**

I, _____, hereby declare that:
   (Name)

1. I have been informed about the SMILE project and I have understood what the project is about and what it aims to achieve.

2. I have accepted to take part in this research as my personal experience will contribute much to the understanding of issues under study.

3. I may choose not to answer anyone or more of the questions that I will be asked and may stop participating in the interview session at any time I you wish. During the interview, or at its end, I can ask to modify or remove some of my remarks.

4. My participation will be completely anonymous: Reference to my participation will be made only by a number code. When quoted or cited, information and data provided during the interview will be referenced with this number code.

5. My name will not be published or communicated to anyone outside of the research team. Only the researchers will be able to identify me in relation to the number code and will keep my name and code confidential.

6. The information I will provide will only be used for this study.

7. My participation is entirely voluntary and I can withdraw from the study at any time.

I consent to participate in this study.

Place and date: _____Signature: _____

(One copy of this form will be given to you for your records)

Please answer each question. On a scale from 1 to 5, how far do you agree with the following statements? 5 means you are very much in agreement and 1 means you are certainly not (Handouts with the table should be distributed to the research participants).

	1	2	3	4	5
I have difficulties in dealing with a multicultural classroom (students from different countries)					
Including adult migrants in the classroom is always very difficult					
Gender and age differences are many times more difficult to deal with than cultural differences					
Language is the biggest barrier to inclusion of migrant learners in the classroom					
Sometimes native students become impatient or irritated when I try to support disadvantaged migrant learners in the classroom					
Some migrant learners seem to discriminate or be prejudiced towards other migrant learners					
Racism is a reality in our school					
Many migrant learners feel very well					

integrated in the school with other students					
The school is not doing enough to prepare migrant learners for the courses they take					
I know many teachers and staff who do their best to support migrant learners, especially when they face several challenges					
I know that some teachers in this school have not been correct in the way they speak or act towards certain migrants learners					
I know there are at least 5-10 non EU migrants who have successfully completed their programme this year (or last)					
I know there are at least 10-20 non EU migrants who have successfully completed their programme this year (or last)					
I know there are at least 100 non EU migrants who have successfully completed their programme this year (or last)					
There are hundreds of non EU migrant learners that complete their studies here every year					
I have had at least one training on how to address challenges of inclusion for migrant learners in the classroom/school					
It is impossible to integrate migrants in our					

school because of their cultural perceptions					
Inclusion in education is more difficult for migrant women than for migrant men					
The school needs to have clear policies on diversity in the school, and to implement these policies effectively					
Teachers need more training on migrant inclusion in the classroom, methods for bringing the classroom together and overcoming barriers					
We definitely need better language programmes to prepare migrants for courses					
I really don't want to teach migrant students					
Some students come from families that pressure them to stay away from black , Muslim or other specific groups of migrants					

APPENDIX C: Interview questions for school administrators/CEOs

1. **How many migrant learners do you have yearly in this school? Where do they come from? What is their age bracket?**
2. When it comes to adult learners, how is their inclusion in the school programmes? What are the challenges they find? What are the challenges you find with their inclusion?
3. Do you face any particular challenges when it comes to migrants' literacy? Are there any particular groups more effected than others? How are you providing for this challenge?
4. What are the best practices you have developed in this school when it comes to migrant integration? How do these work, and how are they effective?
5. How many migrant learners are successful in completing their education here? Yearly? Percentages? What are the factors that increase chances of success?
6. Are there any policies in the school/institute that promote diversity? How are these policies implemented? Are they successful?
7. Are teachers favourable towards migrant inclusion in the school? What are some challenges you face with teachers in this area?
8. What measures have been taken over the years to improve access to education for adult migrants? Which type of access has been improved?
9. What are the barriers to education that adult migrants still face? How does this impact migrants in accessing employment?
10. Do you believe all migrants who finish the courses at this institute have the same chance at employment as everyone else? Do some groups still face discrimination? Which groups and why?
11. Are there any plans for improving the system? What are your recommendations?
12. What are your recommendations for our outputs? What are your suggestions? (guidelines for policymakers, training teachers and support staff, training of migrant peers).

APPENDIX D: Interview questions for policymakers/academics

1. What is your role/ interest/work on the subject of migrant inclusion in education?
2. What are the particular challenges on this subject in this particular country?
3. What is the current situation of inclusion for adult migrants lacking the necessary competences to work or to improve their employment and education?
4. What are the current policies and programmes that, including any plans, that address the needs of adult migrants in education? Are they effective? What have been the best practices?
5. Are there any policies that address cultural/ethnic diversity in schools, institutes and universities? How have these policies been implemented, and have they been useful?
6. What are the barriers that migrant adults face to access education and improve employment?
7. What are the measures that is being taken to ensure continuity of education for refugees and asylum seekers? How early does an assessment and individual education plan take place for asylum seekers for this continuity to take place? How does the status of asylum seekers reflect on their access to education?
8. What are the measures taken for the accreditation of migrants' qualification, and also their skills and competences and experiences? Is there a system in place? Which are the responsible authorities and how is the procedure? Is the system sufficient and fair, and how can it be improved?
9. How are teachers being trained and positioned to teach mixed classrooms, which include adult learners? Do they experience challenges? And how are they motivated to deal with these challenges? What are some best practices you know of?
10. What is the role of migrant communities, do you think, in promoting migrant education? Do you know any migrant communities that are doing this?
11. What are your recommendations for the training tools we have – teacher training, training of learning support staff, and training for migrant communities?
12. What are your recommendations for policymakers (or other policymakers)

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