

## IO1 - Develop an educational strategy to improve the inclusion of refugees and migrants

### Development steps

#### 1. Comparison of the existing approaches of the individual organisations (countries)

As the immigration of young people, for war or other reasons, to Europe has been going on for a long time and will continue in the future, there is already a variety of concepts, measures, approaches in different countries, in addition to various individual measures, on how to deal with this challenge of integrating young refugees and migrants.

Therefore, in the first phase of the project, a literature review was conducted regarding existing concepts and approaches for the integration of refugees and migrants. Subsequently, the concepts and approaches for the integration of refugees that already exist in the partner countries and partner organisations as well as problems that arise in the project partner countries were collected, reviewed and compared and thus initial approaches for further development were identified. Due to the different vocational training systems in the partner countries, there are many heterogeneous individual measures of the project partners, which were collected and pre-structured for the following SWOT analysis. The query of the project partners aimed at the following fields of action (cf. e.g. MEXPERT\_Sweden):

- Intercultural sensitisation (getting to know systems and values)
- Language support
- Educational institution / type of school
- Vocational guidance
- Psychosocial care
- Socio-cultural integration

Through this first step, the project partners were familiarised with different concepts and approaches and were able to get initial impulses and suggestions for their own work.

#### 2. SWOT - Analysis



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In order to identify the strengths, weaknesses, opportunities and threats of the individual project partners with regard to the integration of refugees in a structured manner, all partners underwent a SWOT analysis (strengths, weaknesses, opportunities, threads).

Within the framework of this analysis (cf. example Finland), the conceptual weaknesses of the individual organisations in the field of integration of refugees were analysed and elaborated against the background of the different school and vocational training systems. The results were presented and compared in the consortium. The analysis of the results revealed many commonalities, so that four categories were defined by the project consortium for the next step of the curricular analysis:

### I. Interculturelle und soziale Teilhabe (Sozialkompetenz) / **Intercultural and social cohesion (social competence)**

This competence area aims at acquiring background knowledge about other cultures and cultural behaviour on the one hand and understanding one's own attitudes (ethnocentrism) on the other. Furthermore, the understanding and sensitisation for different concepts of life and family models are of importance. In order to improve mutual understanding, the ability to change perspective, to put oneself in the position of another, is essential.

### II. **Self- development / Wellbeing** (personal competence)

The promotion of this competence is mainly aimed at improving the independence and self-determination of the young refugees or migrants. Successfully managing one's own everyday life, acquiring important information, and being able to evaluate different sources are among the skills that are to be expanded in this area. The area of well-being is about striving for life satisfaction through a sustainable lifestyle. A sustainable lifestyle respects the environment and the physical and psychological well-being of oneself and others, while providing and seeking social support.

### III. Berufliche Fähigkeiten (berufliche Kompetenz) / **Working life skills and vocational skills** (professional competence)

This is about the training of competences and skills to be successful in working life. This includes, for example, appropriate time management (adherence to working hours, absences), compliance with dress codes and the rights and duties of trainees or employees. Another important aspect is vocational orientation and the related training and career opportunities.



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#### IV. Kommunikations- und Sprachkenntnisse / **Communication and language skills** (part of social and personal competence)

The acquisition of this knowledge includes not only "normal" language acquisition but also in the work context (knowing professional vocabulary) and interacting with others (native and non-native speakers) using different means of communication (digital and analogue).

In addition to "pure" language skills, non-verbal means of communication should also be understood and used, and the ability to communicate non-violently should be developed.

##### 3. Strategy development

From the results of the SWOT analyses, the four categories or competence areas mentioned above were worked out, which were the basis for further work. The four categories or partial competences were summarised in a matrix (cf. Development of IO2). The matrix is the basis of the pedagogical strategy and serves as an analytical tool for the development and further development of training modules with regard to the holistic inclusion of refugees and young migrants. The curricular modules were developed under the guiding idea of empowerment and action orientation and are intended to complement existing pathways and improve their quality.

The competences identified for this project (see above) are complementary and mutually dependent, whereby focal points can arise in the concrete lesson planning depending on the objectives (see IO2).

The matrix (cf. Development IO2) serves as an analytical tool for the respective national curricula or education plans and its use is possible in many ways. For concrete application, the following steps should be taken into account:

The (partial) competences are found in the matrix in the column header and are concretised below. Here, the concrete areas in which the pupils' competences are to be expanded are described. In the first column, the target group of the curriculum or the education plan is to be entered.

In the next step, the objectives of the curriculum to be analysed are noted in the first column. Depending on how extensive the curriculum is, it must first be determined which part of the curriculum is to be analysed and which competences are already



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covered. The competences or contents already included in the curriculum should be marked in colour in the matrix.

In the next step, the curriculum or syllabus is analysed in terms of which competences or content areas it should be expanded or supplemented with.

Through this analysis, the need for teaching and further training modules in different educational pathways is recorded and serves as a basis for the modules to be developed in the next step (see IO2). The dimensions of the previously identified competences, social competence (intercultural and social participation), self-competence or independence, professional competence and communication competence are to be taken into account integratively in learning situations or teaching/learning arrangements (IO2/IO3). In all four competence areas, further education modules with corresponding focal points were developed, whereby the promotion of the individual competences is conditional to a greater or lesser extent.

Based on these curricular building blocks or the developed modules, teaching materials (see IO3) were elaborated to complement the existing approaches in the partner countries in order to facilitate, among other things, the transition to the world of work as a prerequisite for successful integration for young migrants. The pedagogical strategy is to use existing project approaches and utilise existing experiences to arrive at an improved concept.

Due to the diverse consortium (institutions from vocational preparation and education, experts with experience in district work and the care of refugees, etc.), it was possible to develop ideas and concepts for integration that go beyond conventional school lessons and work placements and also enrich the didactic perspective.



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