



Integration and Technical and Vocational Education and Training (TVET)

BILT Webinar

'Ready to respond: TVET and refugees'

6 September 2022, 9:30 – 11:00 CEST

Organized by UNESCO-UNEVOC and BIBB

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Integration and TVET

- Exploring linkages between education (technical / vocational learning) and integration outcomes
- Promoting an inclusive and welcoming learning environment (insights from IOM's migrant training programming)
- Overview of the Broader Integration Ecosystem: Strengthening linkages between integration support and TVET



A faint, dotted world map is centered in the background of the slide. The map is composed of small grey dots forming the outlines of continents. The background also features a light grey grid of latitude and longitude lines.

Education and Integration Outcomes:

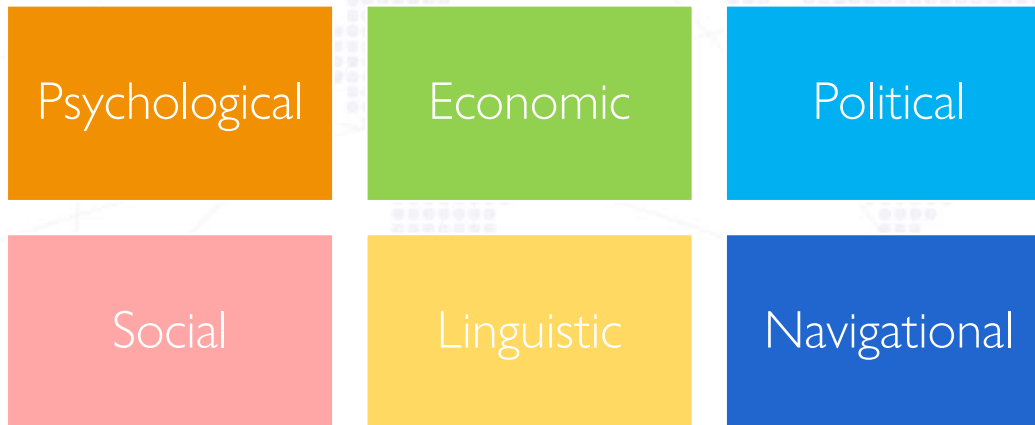
**Some Preliminary Findings of an Integration Survey in
Brazil, Dominican Republic and Peru**

Developing and piloting a multidimensional measurement tool 'IOM / IPL Migrant Integration Index'

- Being piloted in Brazil, Dominican Republic and Peru with over 10,000 surveys to date
- The IOM IPL Migrant Integration Index aims to assess the **capacity** and **knowledge** of migrants in successfully establishing themselves in their host communities to inform interventions, policy formulation, and broader development outcomes.



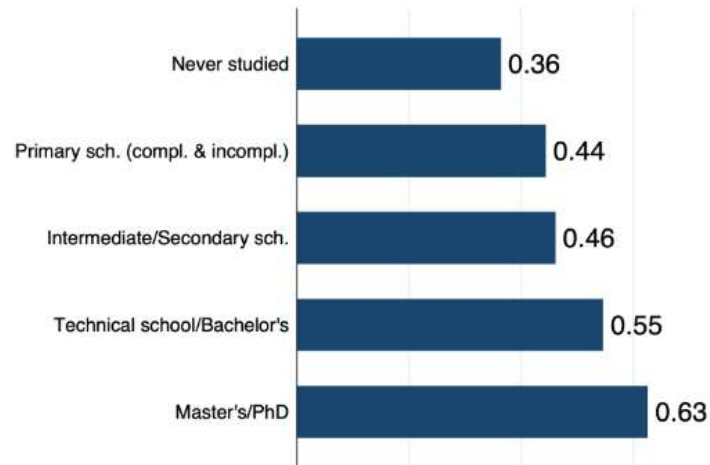
Six Dimensions of Integration Capacity



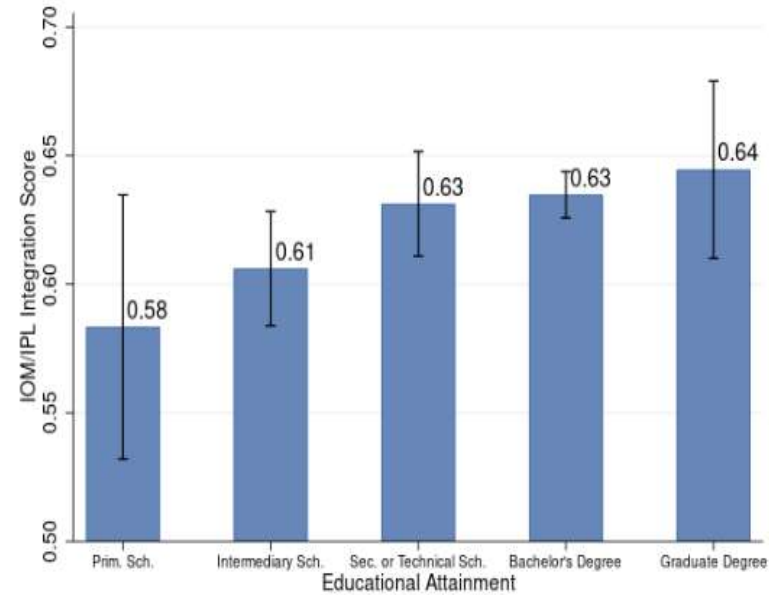
+ additional targeted questions on discrimination

Education and integration levels

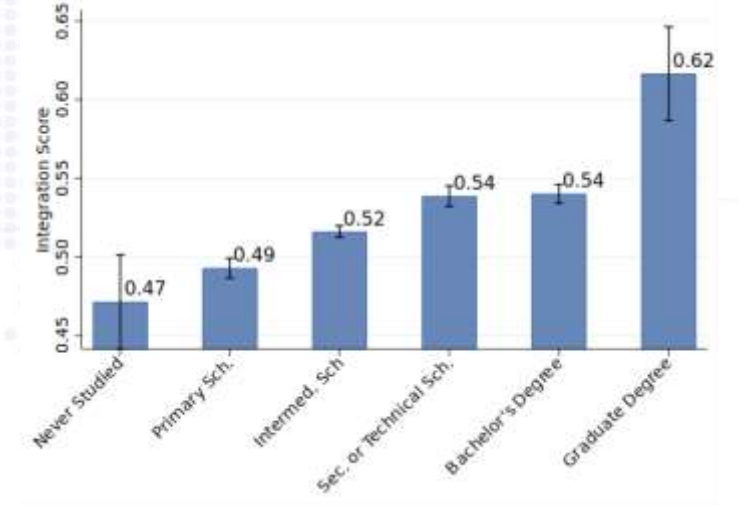
Integration score per educational attainment in Brazil



Integration score per educational attainment in the Dominican Republic



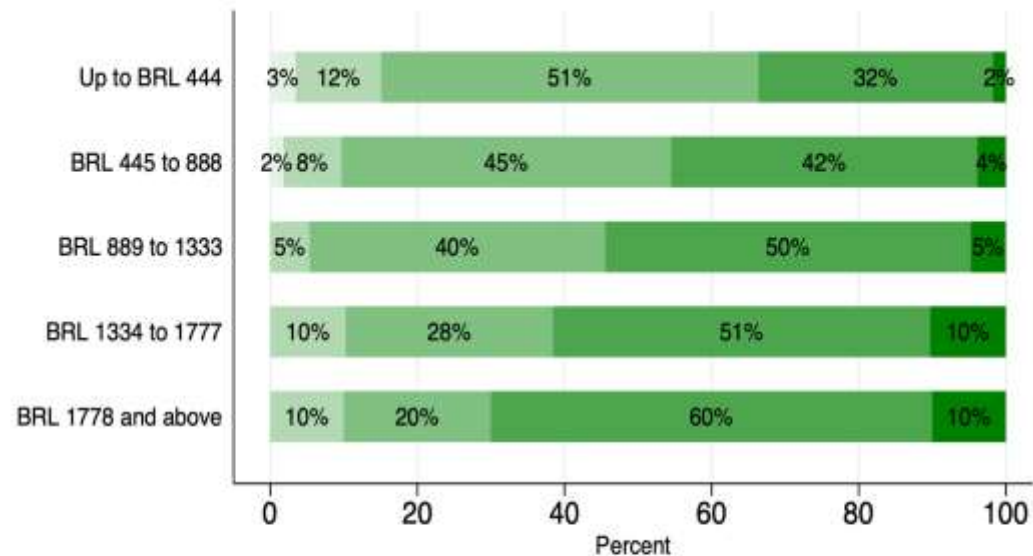
Integration score per educational attainment in Peru



Integration scores **increase with educational attainment**. Integration scores are the lowest for respondents who finished primary school.

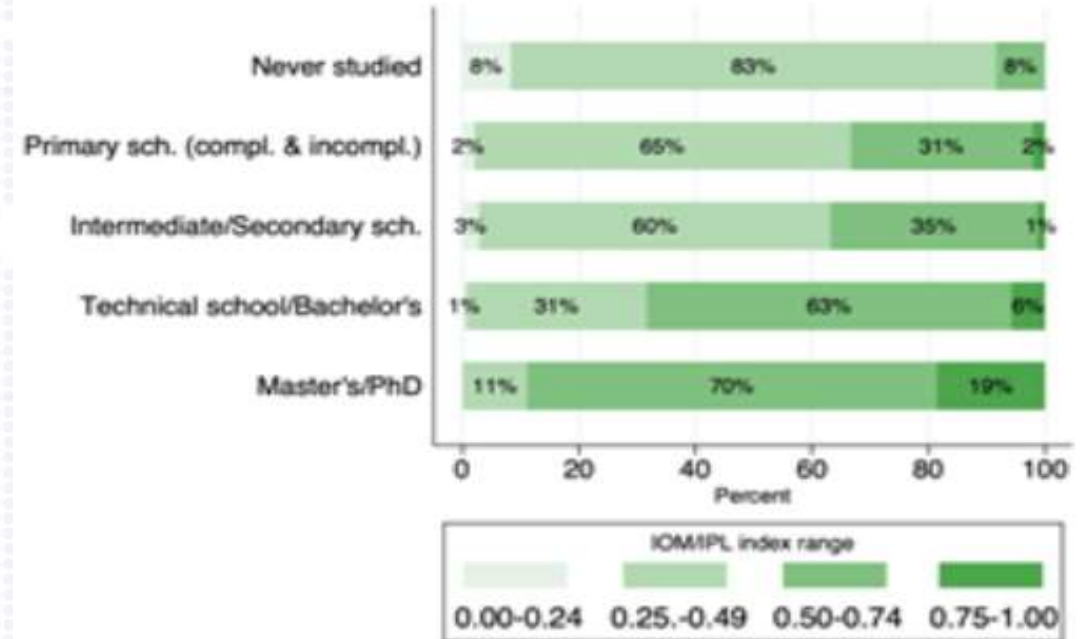
Relevance of education in migrant integration in Brazil

Education & Income level



Note: Spearman's correlation coefficient = 0.16

Integration score per educational attainment in Brazil



Integration scores **increase with educational attainment**

High proportion of top earners have **technical education**.

Relevance of education in migrant integration in Brazil

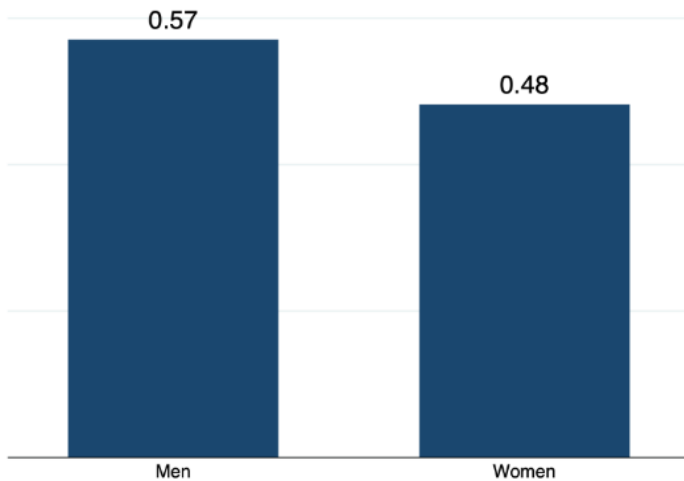
Difference in integration between “Not in Education, Employment, or Training” (NEET) and “Employed/In School”

Variable	NEET	Employed/In School
IOM/IPL Integration Index	0.44	0.55
Economic dimension	0.20	0.50
Social dimension	0.47	0.61
Linguistic dimension	0.61	0.70
Political dimension	0.26	0.32
Navigational dimension	0.49	0.52
Psychological dimension	0.64	0.67

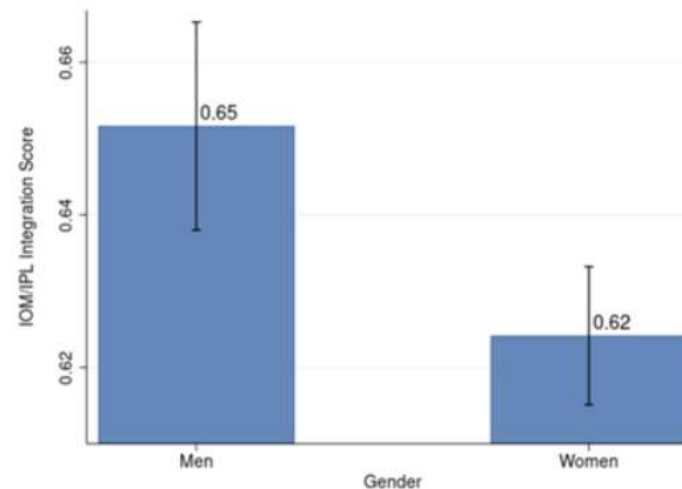
The divide between respondents who are employed/in school and those who are not in education, employment or training show that education – and employment – play an important role in migrant integration, especially in the economic and social dimensions.

Gender disparity in integration outcomes

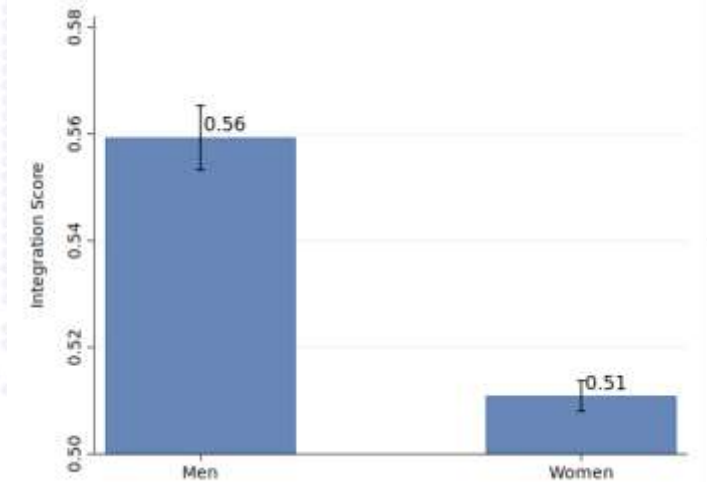
Integration score per gender in Brazil



Integration score per gender in the Dominican Republic



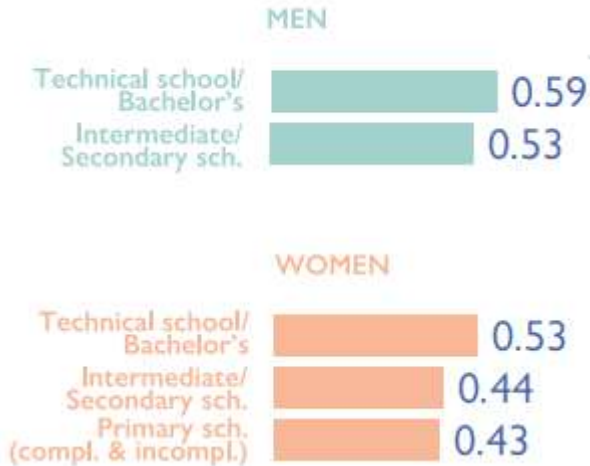
Integration score per gender in Peru



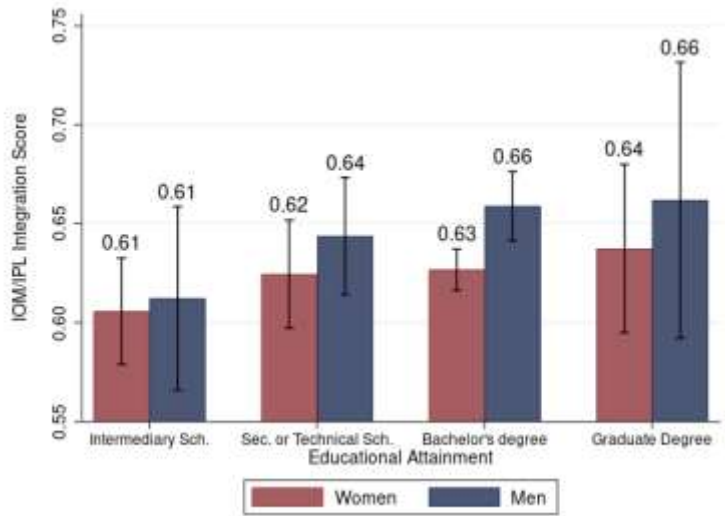
In the three countries, **men have higher integration scores than women**. In Brazil and Peru, men show higher integration scores across all the dimensions and variables of integration

Gender disparity and educational attainment

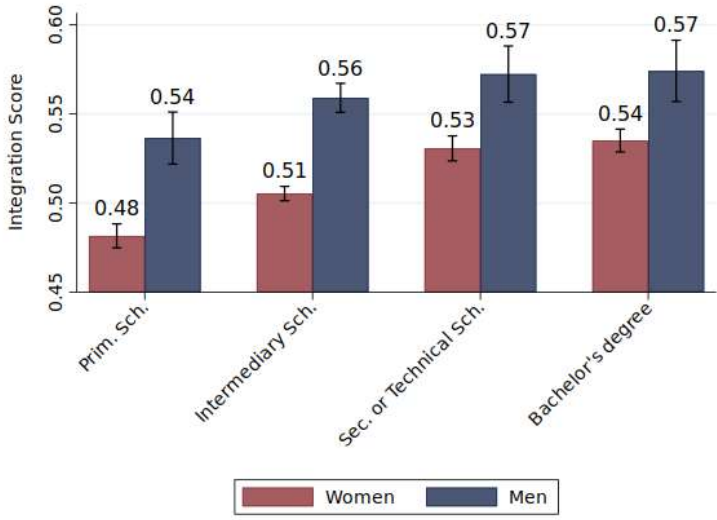
Integration score per educational attainment sorted by gender in Brazil



Integration score per educational attainment sorted by gender in the Dominican Republic



Integration score per educational attainment sorted by gender in Peru



Women with equivalent educational background and qualifications to men still score lower on integration outcomes all three countries.



Creating an inclusive learning environment for refugees:

Lessons from Pre-departure Orientation Programmes for Refugees to be Resettled

What is PDO?

- Prepares refugees prior to their resettlement
- PDO Methodology
- All-inclusive Environment
- Our Curricula
- Feedback Mechanism



Main Objectives of PDO

- Prepare refugees for their first few months of resettlement
- Assist refugees to develop the skills and awareness for adjustment to new context
- Instill practical attitudes of self-sufficiency
- Help develop general understanding about the services in the resettling country
- Reduce culture shock
- Help refugees develop realistic expectations about their resettlement and future in the new country and address their questions and concerns
- Empower refugee women and youth



Migrant training 2021 Overview



34 projects



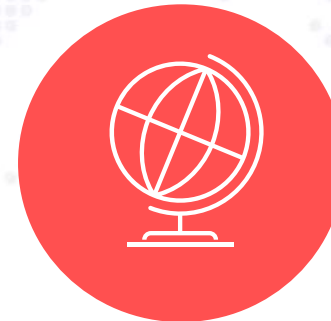
69 nationalities



52% vs 48%*



52,790 beneficiaries



93 training sites

*refugee beneficiaries

Common PDO Topics



Which topic would be the most important to you and why?

COUNTRY OVERVIEW

TRAVEL

SUPPORT AND SERVICES

HOUSING

HEALTH CARE

LAWS

TRANSPORTATION

EDUCATION

EMPLOYMENT

CULTURAL ADAPTATION

BUDGETING

Engagement

- Focus on Experiential learning
- Information delivered through activities that maintain interest & involve people with different abilities
- Repetition that helps with retention

How do we learn?

We remember only:

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we SEE and HEAR

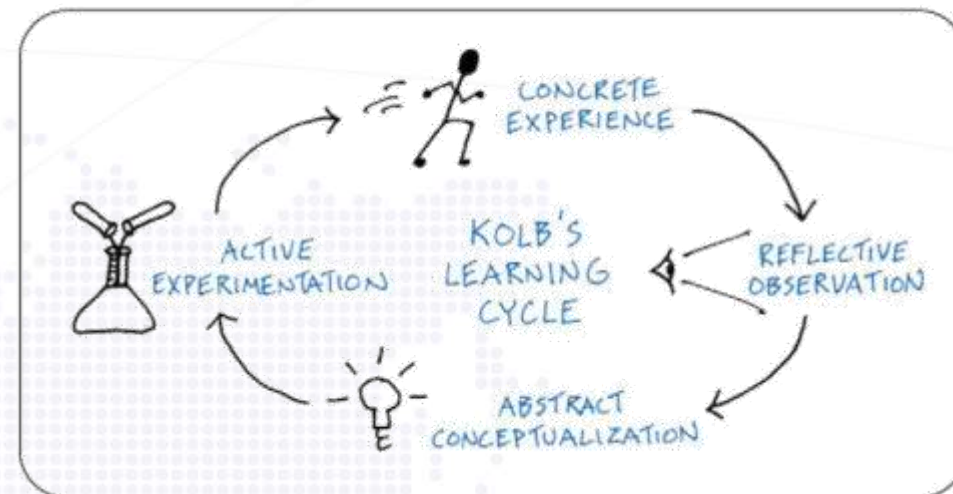
70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE

William Glasser

Figure 1. Kolb's learning cycle





Migrant Training Approach

Address
misinformation &
misconceptions

Identify similarities &
differences

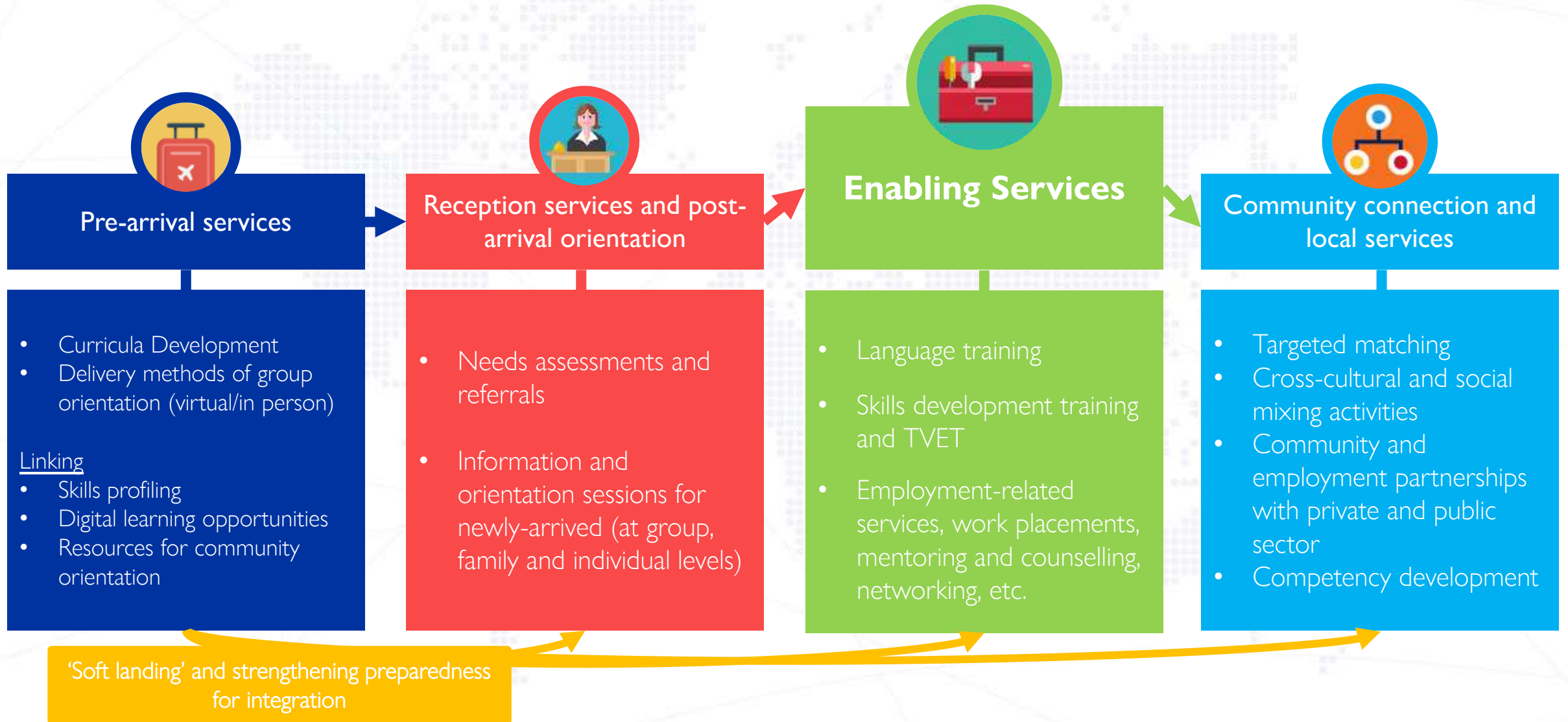
Ensure content is
accessible to all

Work together to
solve problems



Strengthening linkages between integration support and TVET

Ecosystem of holistic integration support and TVET



Providing a continuum of employability support and orientation

Skills assessment at pre-departure

Community orientation sessions and One Stop Shops

FIRSTNAME LASTNAME Date of Birth: 11/01/1988
Gender: Female Country of Origin: Syria

Skills Profile

ASPIRATIONS

- Accommodation (Rent or shared)
- Start or continue higher education
- Employment or training
- Education/training (continuing or on-site)
- Language
- Continuing living cost

EDUCATION

Primary education

Secondary education

Post-secondary

Higher education

Art & Design (Architecture)

LANGUAGES

Arabic (Mother Tongue (L1))

- Fluency (L1)
- Fluency (L2)

Turkish (Acquired (L2))

- Fluency (L2)
- Fluency (L3)

English (Acquired (L3))

- Fluency (L3)
- Fluency (L4)

SKILLS AND EXPERIENCE

PROFESSING SKILLS & EXPERIENCE (Last 10 years or longer) (Last 2 years or longer) (In your country of residence)

Accounting	0-2 years of experience	Confidence level:
Bookkeeping	0-2 years of experience	Confidence level:
Customer service	0-2 years of experience	Confidence level:
Finance/Accounting	0-2 years of experience	Confidence level:

TEACHING, EDUCATING OR TRAINING (Last 10 years or longer) (Last 2 years or longer) (Confidence level)

Teaching in a school or other secondary education	0-2 years of experience	Confidence level:
Teaching in higher education	0-2 years of experience	Confidence level:

GENERAL, CREATIVE & ARTISAN (Last 10 years or longer) (Last 2 years or longer) (Confidence level)

Graphic design	0-2 years of experience	Confidence level:
Photography	0-2 years of experience	Confidence level:
Product design	0-2 years of experience	Confidence level:
Visual arts/illustration design	0-2 years of experience	Confidence level:

PERSONAL SKILLS

- Working in a group
- Public speaking
- Initiative-taking (e.g. leadership)
- Team management
- Working against an deadline or time constraint
- Handling conflict or stress
- Identifying difficulties/risks and solving them
- Working with diverse or sensitive staff

DIGITAL SKILLS

- Using a computer/laptop
- Using a smartphone
- Using social media (e.g. Facebook)
- Using email
- Using the internet
- Using a website
- Using Microsoft Office software
- Using digital tools and platforms
- Using technology in learning
- Working

CONSIDERATIONS

- Special needs or disabilities
- Special needs for health considerations

8. Skills & Competencies

Indicate your abilities in the skills listed below. Please only select the answers where you feel it is relevant to you. Do not select any answers where you do not have a skill.

Skills

All the workplace (including freelance work)

Outside the workplace (for hobby or vocation)

8.1 - Preparing food and working in a kitchen (includes staff, managing a food stand or catering for big groups)

Select the answer

Select the answer

8.2 - Teaching, educating or training other people, adults and/or children (Primary school teacher, for-profit, languages or apprenticeship teacher)

Select the answer

Select the answer



Community orientation sessions provide multiple stakeholders (service providers, authorities, already settled refugees; community members) with guidance on how to cultivate a welcoming environment for new arrivals

One-Stop-Shops (OSS) offer a wide range of support and services tailored to the needs and vulnerabilities of newly arrived migrant and refugee populations. It facilitates a more streamlined and effective approach to information sharing, referral and case management, service provision and counselling related to housing, education, jobs, health, transportation, documentation, financial aid, and other pertinent issues.



Develop targeted interventions/enabling services for comprehensive support



- psychosocial support services;
- parental involvement/family dynamics
- volunteering and community connections
- incorporate diversity and social inclusion considerations in all phases of the interventions

Thank you!

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