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Migration and TVET



KATE Project

Submitted by Otavia, Finland

BILT Innovation and Learning Practice

As Finland experiences a growing number of migrants and refugees, there is an increasing need for support to facilitate their integration into the workforce and society. KATE project offers a blended - online and face-to-face - service model that includes a tailored educational and employment roadmap based on learner's background and skills. The initiative supports local economic growth through matching migrants with companies located in the South-Savo region, Finland.

- Start date: 01/2019
- Type of implementing institution: Public sector, municipality
- Target group: Migrants (including second generation migrants), asylum seekers, refugees

Otavia, Finland

KATE project is coordinated by Otavia, Mikkeli City Enterprise. Otavia has a long history of immigrants' education, particularly comprehensive school and preparatory comprehensive school. Otavia's expertise is distance learning and online pedagogy, teaching multicultural groups and training in adult education. Otavia provides education and training development services at the regional, national and international levels. KATE project's co-partner is Mikkeli Development Miksei Ltd, whose mission is to develop Mikkeli region's vitality and business life.

Description of activities

The goal of the KATE project ("South-Savo easily accessible services model to international comers: paths to working life and entrepreneurship", European Social Fund 2019-2021) is to create a hybrid accessibility model where services for migrants and entrepreneurs are provided both face to face and online. By creating a common work platform among different stakeholders, the aim is to raise awareness and opportunities for companies to internationalize and increase competitiveness in the region of South-Savo, Finland.

Activities include providing advice and counselling on starting a business, supporting independent job searches, and working life job coaching. KATE also supports migrants who want to study before heading to the labour market. With the help of project experts, it is possible to map the participants' skills and support them in applying for training.

KATE project experts are in contact with companies and discuss with them their development needs. Employers receive information on matters related to the hiring of foreign employees as well as on possible employment benefits by the employment agencies. KATE project works closely with other regional, national, and international stakeholders addressing the employment of migrants.

Added value

What current challenges does your initiative address?

The increasing number of migrants and refugees arriving in Finland places new demands and

expectations on education systems. Especially important is to consider not only formal, but also informal qualifications and how to test and validate them. Other important challenges include fragmentation and overlapping of services provided to migrants at institutional level. As a response, the role that blended learning could play in fostering migrants' inclusion has attracted renewed interest in Finland.

Why is this initiative a success?

The blending service model - which is the innovative combination of technologically-mediated interaction and face-to-face services - offers a tailored educational and employment roadmap based on individual background and skills. Participants gain employment either through match-making with a suitable company/organization, or by establishing their own business. By understanding the needs of modern work life, this model creates value chains for each customer concerning education and future employment to improve the business development in the region of South-Savo.

What is the added value of this example?

By combining and strengthening already existing services for international comers in the region of South-Savo, the project provides added value to their employment and at the same time supports business growth. In particular, the transition of immigrants to study and work life or internship has accelerated and improved, and women's access to the labour market in the province has been promoted. Also, prejudices against immigrants as workers or entrepreneurs have diminished. The new model of social innovation has reduced the fragmentation of services targeted at KATE's focus groups. The division of tasks and responsibilities with the other regional actors involved in promoting migrants' employment, business, and education has been streamlined.

Impact on curricula

What implications does this example have for current or future curricula?

The most important implication is that both digital competencies and skills, as well as job search training, should be emphasized more in modern curricula. During cooperation with Otavia teachers and South-Savo Educational College, KATE experts have been able to offer job coaching courses, particularly cultural practices and rules of the Finnish working life.

How does this example impact TVET systems?

On the one hand, the impacts of KATE project have been local/regional. Our goal has been to attract international

talents to work, establish a business, and study in South-Savo in order to boost its regional development. On the other hand, our blended services have been able to reach participants independently of place and time, thus having both a national and an international perspective.

How does this example respond to industry and social demands?

The project has strengthened and supported the interaction between immigrants and industry in the area of South-Savo. KATE has established a regional network of migrants' entrepreneurs, whose goal is to promote new business startups and support existing ones by mentoring, tutoring, sharing experiences and training courses. Additionally, networking between the private and public sector has improved, becoming a model for an open, productive, and collaborative culture.

Transferability

Which components of this practice may have practical value to other UNEVOC Centres/TVET institutions?

In any geographical context, a blended learning model has the potential to enable:

- differentiation for different types of customers to better support their individual learning,
- better distribution of project workers' time for customers who need more personalized support,
- services for customers who have accessibility problems such as long distances, health problems, etc.

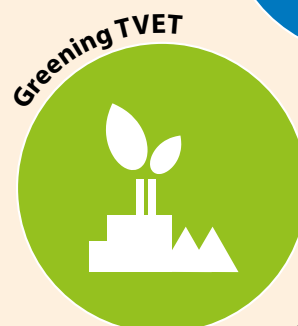
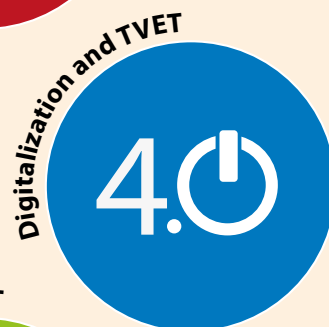
What challenges do you see if transferred to another context?

The main challenge for transferability is due to the fact that digital services may be more difficult to access in countries where the required infrastructure is not present. In contrast, the blended model works best in countries characterized by strong information and communication technology.

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www.otavia.fi/kate-en

Part of the BILT project involves collecting Innovation and Learning Practices* that address systemic challenges within the five work streams of the project, with the purpose to understand what elements lead to their success and can be transferrable to other contexts.

Access more BILT Innovation and Learning practices in the thematic areas of:



*UNESCO-UNEVOC does not endorse any of the practices included in this database and is not responsible for their management or implementation.



The Bridging Innovation and Learning in TVET (BILT) project provides TVET stakeholders with a platform for exchange and supports them to address current challenges in TVET systems, which arise due to technological, social, environmental, and workplace changes.

Within BILT, the overarching thematic area is New Qualifications and Competencies in TVET, which is supported by four work streams:

- Digitalization and TVET,
- Greening TVET,
- Entrepreneurship in TVET, and
- Migration and TVET.

Through regular knowledge exchange, thematic project activities, and expert working groups, BILT offers opportunities for collaboration between UNEVOC Centres and TVET stakeholders in Europe, and a platform for bridging of innovation and learning between European UNEVOC Centers and TVET stakeholders in the Asia-Pacific and Africa regions.

The results of ongoing activities are accessible on BILT's web page and will be disseminated during a BILT Learning Forum.

The BILT project is carried out in collaboration with UNEVOC Network members, coordinated by UNESCO-UNEVOC with support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF).

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