



Migration and TVET



## MiniMaster

Submitted by **Cometa, Italy**

**BILT Innovation and Learning Practice**

Migrant minors and young adults risk unemployment and social exclusion due to their low skilled profiles or difficulties in recognizing their prior learning and achievements. The MiniMaster initiative at Cometa Formazione aims to reduce the risk of social exclusion and unemployment of migrants, closing skills gap faced by local companies, and changing the negative attitudes of host communities towards this vulnerable group.

- Start date: 2010
- Type of implementing institution:  
Not for profit/NGO
- Target group:  
Migrant minors and young adults (17-25 years old),  
and asylum seekers

## Cometa Formazione, Italy

Cometa Formazione, located in Como, Italy, provides training services to minors and young adults in addition to serving an increasing number of migrants. This target group is vulnerable due to their marginalization in areas such as language, cultural differences, and class status, and they face increased risks of being unemployed. Cometa's pedagogical approach of 'Inclusive Excellence' aims to provide learners with high quality professional skills, foster their social and emotional skills, and provide meaningful employment opportunities.

## Description of activities

The MiniMaster initiative trains future waiters/waitresses and housekeepers for the local hospitality sector, including hotels and restaurants directly involved in the programme and offering both internships and work-based learning on their premises. Over the last ten years, placement results have consistently been very positive. One year after obtaining their certificate, 60% of learners have a job. The basic approach relies on a pedagogical framework of Human Integral Development. This includes four main areas of activity:

- Welcoming and interview. During the interview, the tutor aims to establish a relationship based on trust with the learner, identifying their psychological profile and skills, in order to create personalized learning plan;
- Training: a 1,300 hours course including 960 hours of internship. Basic and technical skills are core, with additional emphasis on local culture;
- Tutoring, with personalized support on both professional skills and human development, and soft skills; and
- Matching students with prospective companies for their work placement.

## Added value

### What current challenges does your initiative address?

The MiniMaster initiative offers effective vocational training to migrants and asylum seekers. Due to their low skilled profiles or criticalities in recognition of skills, this vulnerable group usually faces unemployment and social exclusion. MiniMaster aims at reducing the risk of

social exclusion, marginalization, and unemployment, closing skills gap faced by local companies, and changing negative attitude towards migrants among the local society.

### Why is this initiative a success?

MiniMaster has several elements crucial for its success. Firstly, it is an effective training programme based on a mix of professional skills, and cultural and foundational skills. Secondly, the work-based structure plays a crucial role for its effectiveness. Furthermore, consistent integration is possible thanks to a Human Integral Development approach where every learner is personally supported, including with social and psychological skills. Finally, Cometa's ecosystem approach contributes to support and strengthen the training and to increase placement rates, as well as to raise awareness in the local community. Companies, local NGOs, and institutions find in Cometa, as a VET centre, the leader of an initiative where they become beneficiaries and co-creators.

### What is the added value of this example?

First, this approach is wider than a simple training initiative: without strong and consistent support for their social skills this target group would face severe problems of unemployment. A second element is the whole-ecosystem approach, leading to a more complete needs analysis at local level and, consequently, a more effective intervention provided via the training and work-based placement opportunities.

## Impact on curricula

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

This specific approach includes activities focusing on social skills empowerment that, ideally, should be included in any programme dealing with asylum seekers. This would provide them with a real opportunity to increase their capabilities and contribute towards empowerment and successful social integration. The involvement of companies in the training needs analysis as well as in the training itself is another crucial and successful element that has implications for future TVET training initiatives.

### How does this example impact TVET systems?

The project has a mostly local-level impact due to the area of activity and the number of beneficiaries involved. Nonetheless, this method has a potential of transferability to other organizations, widening its effects.

## How does this example respond to industry and social demands?

The programme was created following a request from companies in the local hospitality sector who had identified a skills gap and proactively sought to address it in partnership with other local stakeholders. Companies can co-create training content and play a direct role in training with their own staff as trainers as well as hosting long-term internships. The evidence of a positive impact of newly skilled migrants in the local economy encourages a change of attitude in the local community towards these trainees.

## Transferability

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

Two immediate tools can be transferred:

- The curriculum as developed by Cometa, including professional, foundational and soft skills (in Italian only, to be translated); and
- The scheme of partnership with the local community including companies, NGOs, and institutions, among others.

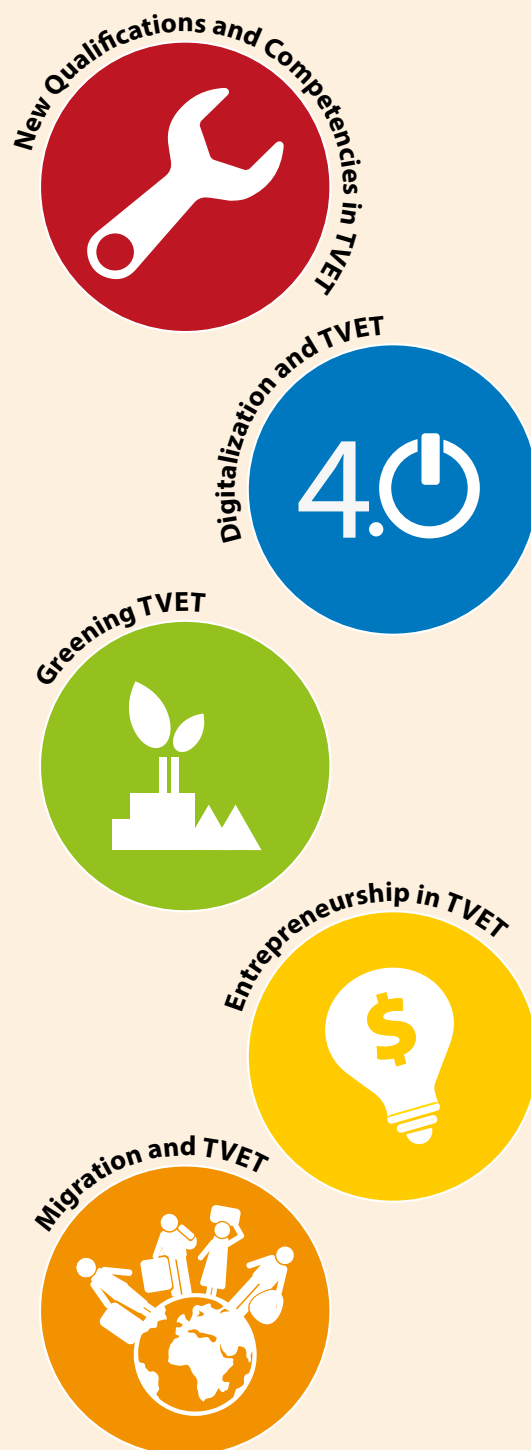
### What challenges do you see if transferred to another context?

A main challenge to consider is that national laws regarding migrants and asylum seekers differ from country to country. A second challenge concerns the sustainability of the project, which requires a strong personalized approach. In Cometa, regular appeals for private funding to complement the public funding are held. Incentives for local industry partners include that they contribute towards the success of the programme financially, and have their opinion considered when specific training opportunities are developed.

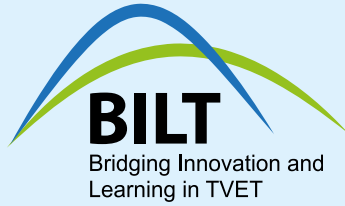
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Part of the BILT project involves collecting Innovation and Learning Practices\* that address systemic challenges within the five work streams of the project, with the purpose to understand what elements lead to their success and can be transferrable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