

Erasmus+ - Project „Qualification and Professionalisation of the Support of Asylumseekers, Immigrants and War Refugees”



Guideline for Implementation and Financing

(Ralf Kaufmann et al.)

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This guideline for the sustainable implementation and financing of the EU-wide uniform qualification profile for experts and volunteers in the field of advice and accompanying at last supporting asylum seekers, immigrants and war refugees was created by Ralf Kaufmann – nordprojekte Kaufmann & Partner – with support of the following partners:

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 <p>EKOKAARINA Kaarinan kierrätyskeskus</p>	<p>EkoKaarina Oy Finnland</p>
 <p>ŠC Nova Gorica MEDPODJETNIŠKI IZOBRAŽEVALNI CENTER</p>	<p>Solski center Nova Gorica Slovenien</p>
 <p>Bulgarian Consultancy Organization</p>	<p>Bulgarian consultancy organisation Bulgarien</p>

Introduction

The Erasmus+-Projekt „QualiProAIR – Qualification and Professionalisation of the support of Asylumseekers, Immigrants and War Refugees“ orientates especially at the revised Lisbon-strategy from 2005 for a sustainable growth and better working places. To fulfill the requirements which are the Lisbon strategy is based upon, the project focused on the professionalization of volunteers working in the field of supporting asylum seekers, immigrants and war refugees, by developing qualifications and further-education courses. Besides that target group the newly created qualification profile addresses experts such as social pedagogues, consuler and adviser in different fields. (As an example adviser in labour market integration, adviser for public affairs, educational consuler etc.) Their qualification should focus on the specific demands of their job. Therefor the support of asylum seekers, immigrants and war refugees (advice of those target groups included) became, especially relating to the enormous amount of different kind of immigrants to Europe in 2015, more important and on the background of the specific demand concerning support of the target group and those voluntarily and professionally supporting them on the one hand and on the other the challenge of increasing necessity of border crossing cooperation a European wide uniform qualification profile was created.

It is the basis of 5 qualification modules, which were developed under the project and it should be the basis of a comprehensive qualification concept to be created in a follow-up project. Volunteers and experts in the above mentioned working field will get a better entrance to the target group of any kind of immigrants by using qualifications based upon the qualification profile. The Profile adapts gaps and demands out of existing qualifications and coverst hem mostly. This by getting improved skilled workers in the field, fostering the bordercrossing exchange and to simplify it and to improve the support of asylumseekers, immigrants and war refugees qualitatively. In the end it is also to enlarge the offers of such specific qualification europeanwide.

The indication may be allowed, that the approach of the development of the qualification profile is based upon the longterm experience of the member of staff of nordprojekte – Kaufmann & Partner, Heike Arold, who completed in the field of vocational education a lot of projects successfully before. The research design was not only successful in different Leonardo da Vinci and Erasmus+ projects but also led to sustainable implementation of new qualification concepts e.g. in the second hand sector.

1. Development of the guideline – methodology

The creation of this guideline for sustainable implementation and financing of the qualification profile „supporter of asylum seekers, immigrants and war refugees“ happened in cooperation with partners in Austria, Slovenia, Bulgaria and Finland.

In doing so there could be come back to the comprehensive research results linked to the status-quo analysis, executed in in preparation of creating the qualification profile. Also in the partner countries the network of already dealing with the working field could be activated. So there was a broad view over existing qualifications and apprenticeships. The sectors and professions which in the national framework could adapt the profile, could be identified. All these possible approaches were collected by the partners and documented in a specific national implementation strategy. The idea was to get an overview over the national educational system to make it easier to understand, how the national implementation strategy might work . This could be for example:

- Implementation as a free educational offer for both volunteers and experts,
- Integration of the profile into an academic apprenticeship or studies (e.g. social worker, social pedagogue, consultant for migrational demands, etc.),
- Integration of the profile into internal or external human resource development measures (trainee programs, educational program of labour market services, social enterprises etc.)

There will also responsibilities for specific implementation be shown and how it needs to be done and there will be named exemplarily institutions, in whose work-flow such a profile might be useful.

In another chapter is documented, how such a qualification based on the profile could be financed. This can be by official public budget also as by private costs. In the field of internal further education usually it will be paid by the enterprise, in case of qualification offers by the labour market services it might be paid by the public budget.

The national strategies are compiled and in a summing up outlook concentrated to total proposal.

2. Situation in Germany

Immigration still is a forward pressing challenge in German and European reality. Global migration doesn't decrease and so European Union and also Germany needs to face immigration also in the future. Though the situation of immigration and also the focus of content momentarily has changed since 2015.

Working with migrants can be divided into two different comprehensive working processes: Accompanying and consulting/advising. Both of them are to be looked at individually, even if they are partly deep connected. So there is often or mostly before there is an accompanying a consulting or takes place parallel. A differentiation into more working processes is in so far necessary concerning the qualification profile as those two core working processes are applied to different focuses in different fields of life and thus different approaches or specific working steps and tasks need to be taken into action.

Concerning support of immigrants there is to be divided into three phases:

1. The „reception of immigrants“, it is chronological the phase right after the arrival of the immigrant and demands a specific support,
2. „Integration“ after successful reception of the immigrant and
3. „Return“, if there is no possibility of staying in the hosting country.

After reception was the focus in the past two years, now it is phase two and upcoming also phase three becoming focus in supporting immigrants.

2.1 Proposals for implementation in Germany

The German educational system

Apprenticeship in Germany is divided into vocational initial training and vocational further education and qualification.

Initial training starts at the earliest after finishing compulsory education. Compulsory education starts at the age of six and lasts nine years (depending on the federal country also 10 years). Afterwards there is for those who have left fulltime school for three years the obligation to visit a vocational school. Simply: the obligation of visiting a school exists for 6 - 18 year old adolescents and for trainees in the dual system (even if they are older than 18).

After the 4 years lasting common primary school there is the German “structured school system” consisting of Hauptschule, Realschule, Gymnasium and in nearly every country also Gesamtschulen.

In the dual system the different ways often meet again; there the graduates of all different types of schools learn together again. It is called dual for the apprenticeship takes place at two different locations: in the enterprise and in the vocational school. It usually lasts three years. (Besides two-year-apprenticeships there are also legal arrangements that enable a shortening of the apprenticeship with the approval of the enterprise, e.g. for highschool graduates) The dual system is the much biggest educational sector of the secondary stage II: approximately 53% of each cohort take an approved apprenticeship. Most of the graduates in the dual system starts afterwards working as an expert – many use the possibility of vocational further education. Graduates also – under specific preconditions – achieve the highschool graduation in a one-year-fulltime school and visit university. Increasingly also successful graduates of vocational further education are allowed to visit universities.

Among vocational schools technical schools have most participants. These schools prepare for a job or a apprenticeship – mostly in the dual system - . Under specific preconditions graduation of a technical school is approved as first year of apprenticeship in the dual system. In some educational courses in technical schools there is the possibility to achieve the A levels. The educational course lasts depending on the vocational sector and aim one to three years. Approximately every sixth participant of technical schools takes an approved

apprenticeship of the dual system there. The academic graduation can be equalized to the graduation in the dual system by legal act. Huge amounts of pupil are also at the schools in the health system, where the apprenticeship of non-academic vocations in the health system take place. Many of these schools are part of the organization and location of infirmaries, where both the theoretical and the practical part of the apprenticeship takes place. Specialised secondary schools lead usually based upon an apprenticeship to deeper knowledge and skills and to A levels. All together there are a lot of changes between academic and dual apprenticeship as well as from vocational training to university. In 2005 approximately 20% of the beginners of academic studies already had graduated an apprenticeship in the dual system. Tertiary education consists of colleges, universities, academias, technical colleges and other institutions that offer study courses leading to occupational qualification for graduates of the secondary II education with A levels.

Possibilities of an educational offer for volunteers and experts

The qualification profile offers a huge qualification potential concerning educational and qualification proposals for both volunteers as well as experts. In doing so the profile can be used for the educational offers of the social enterprises as well as for those of the adult education centers and the vocational training centers. There for it is necessary to disseminate the profile and its potential to single education centers as well as to their sector and regional associations and to the national federations.

Also the profile can be used for the qualification and specialization in the field of immigrant's support from the labour market administration to qualify jobseekers, by creating upon the basis of the profile specific qualifications which can be used for internal courses as well as for external institutions.

The use for internals and trainee programs for newly achieved colleagues is another chance for implementing the profile in the sector. First qualifications are already tested at Diakonisches Werk des Kirchenkreises Rendsburg-Eckernförde and as qualification sequel for volunteers in the program of the adult education center Rendsburg.

Possibilities of implementation in academic apprenticeship

The bigger part of social occupations has an academic apprenticeship. The qualification profile lends itself especially to educational occupations but also to daily supporters as a specialization. But it should also be implemented into the basic apprenticeship of social occupation for the part of immigrants of the whole citizenship increases permanently and therefor working with migrants also increases in the whole sector.

The same is with academic apprenticeship such as social worker, social pedagogues and others. At these the profile can be used to open the study courses for the support of immigrants, if not already real.

In doing so it is necessary to get all social partner and to address especially those who are responsible for the act of education and to convince them from the profile. That are for example the ministries for education and culture the federal institute for vocational education and the chambers.

2.2 Proposals for financing of the Qualification based upon the profile

The financing of the above mentioned approaches depends on the specific offer:

- Academic apprenticeship is regularly offered in a mixed financing. They are paid by the trainees themselves at a smaller part and at the other parts by the enterprises and the public budget.
- Dual apprenticeship is paid by the enterprises and through public budget and
- Vocational further education usually is paid by the enterprises.

The use of the profile for new qualification courses in the adult education or for internal trainee programs but also in public institutions always is to be paid by the user himself. This also is the first chance of to get the profile directly into appliance. Therefor it is crucial that the profile is easy to achieve and easy to be adapted to different demands. The increasing lack of well educated experts leads to the necessity of specific trainee programs at technical schools belonging to sector associations and vocational education centers. The dissemination of the profile through the networks used by the Erasmus + project is one of the necessary preconditions. The financing can in this case be realized also by creating a common qualification course based upon the profile and used together by many regional enterprises.

3. Austria

3.1 Proposals for implementation of the European qualification profile in Austria

Explanations and goal of the qualification

The module "Labor market integration of refugees" is intended to provide volunteers, as well as full-time employees, who work in the course of their activity in an advisory capacity and accompanying immigrants, with sound expertise.

The aim is to provide background information and basic information on the framework conditions, terms and information on the labor market and integration into the labor market in order to be able to support and provide expert advice to the target group of immigrants in terms of integration into the labor market.

The contents of the qualification module take into account both the advisory and the accompanying activities of immigrants. In detail, it covers the following topics:

- Diversity Management, Intercultural Communication & Conflict Management - Cultural Features and Social Skills
- Legal framework, asylum topic: international law, European law, national legislation
- recognition of diplomas, diplomas, vocational training; Procedure for the recognition of qualifications
- Interfaces & networks on recognition of qualifications
- interfaces & networks on the subject of flight & asylum
- Labor market, functioning, access, legal framework, integration into the labor market
- Interfaces & Networks on the subject of the labor market
- Access to and treatment of potentially traumatized people
- Feedback, evaluation, completion

The training uses uniform standards throughout Europe and is also intended to promote job mobility in the European area.

Social workers, career counselors, job center employees, psychologists, social service employees, etc. are the target groups. But also teachers, employees various authorities, personnel / HR managers and volunteers can benefit from the participation in the course.

The training is scheduled for a duration of 38 hours, with the imparting of the technical know-how being supplemented by numerous case studies as well as tasks in which the participants practically work out aspects.

Implementation

The qualification module should be transferable and implementable in different EU countries. The qualification profile and quality standards.

There are several formats for implementing the training.

Implementation as an open educational offer (training) for volunteers and / or experts

The training could be offered in the adult education market.

It is important that the Europe-wide uniform quality standards are met and quality assurance is ensured.

But it would make sense to plan and prepare in two phases. The first phase should be carried out by a state or semi-governmental body. First and foremost, the Ministry of Education would be eligible. This should be able to grant the rights to lecturers / facilitators to hold the course. The lecturer / trainer must bring the corresponding qualification.

Phase: Development of the training

Structural preparation must be carried out by experts at national level who have the necessary expertise in this area.

It makes sense to organize this processing centrally at the national level in order not to have to plan each training individually. The aim is to develop a rough concept that adapts the contents, training materials and didactic methods to national conditions. This sets the stage for the 2 phase: the preparation for the event and is intended to relieve the trainers significantly. This allows time and resources to be bundled for high-quality processing and saves costs.

Phase: Preparation for the holding

Lecturers should provide a corresponding qualification for the training. These should be given scope to design the training in order to adapt the training to the participants.

Quality Management

The training should be evaluated and adapted annually to ensure quality and timeliness. This should be done as part of an adult education quality management system. As recognized certified quality management systems come eg. ISO, EFQM, LQW or EBQ in question.

Offers

In Austria there are several platforms and portals for education and training.

The most important continuing education platforms in Austria are:

- Wifi
- Adult education
- Bfi
- AMS

The qualification module should be offered on these platforms. The course should be freely accessible.

Integration of the concept into an academic teaching / study

When integrating the qualification module into an academic apprenticeship / study, it must be ensured that the Europe-wide uniform standards (qualification profile and qualification status) are complied with. This should be ensured by an external body.

Otherwise, the planning and holding should be left to educational institutions or teaching staff.

In Austria, the following studies are particularly suitable:

Study courses:

- Social work
- social
- education
- Life and social counseling
- Psychology
- Law Sciences
- Human Resource Management
- Anthropology study

There are currently several study courses dealing specifically with the topic:

- Donau-Universität Krems: Soziale Arbeit zur Integration von Flüchtlingen
<https://www.donau-uni.ac.at/de/studium/soziale-arbeit-mit-fluechtlingen/index.php>
- FH Campus Wien Soziales:
<https://www.fh-campuswien.ac.at/departments/soziales.html>
- Sozialarbeit mit AsylwerberInnen und Konventionsflüchtlingen (FH St. Pölten University of Applied Sciences)
<https://www.fhstp.ac.at/de/newsroom/news/neuer-lehrgang-zu-sozialarbeit-mit-fluechtlingen>
- Uni Wien
<https://www.soz.univie.ac.at/personen/mitarbeiterinnen-am-institut-fuer-soziologie/verwiebe-univ-prof-dr-roland/roland-verwiebe-forschung-uni-wien/>
- Alpen-Adria Universität: Asyl- und Migrationsbegleitung

Integration into a teaching / training of a skilled worker

In Austria, the two most common ways of vocational training are "dual education" (teaching) and, on the other hand, the attendance of vocational secondary or secondary schools. However, both forms come after their own research, not in question to implement the qualification module.

3.2 Proposals for financing the European qualification profile in Austria

Chapter 2 - Financing Proposals, e.g. how the profile (qualification that stands behind it), how perhaps different target groups (volunteers in the field of work, experts, consultants, social workers, etc.) can be financed. For example, by own payment (training), government-funded grants in the form of studies or apprenticeship, by employers, etc.

The financing of the qualification module can be done in two ways.

Implementation as a free and open educational offer (training) for volunteers and / or experts

An offer of the qualification module as a course on the free market of adult education.

Social workers, career counselors, job center employees, psychologists, employees of social services etc. are the most likely candidates. But teachers, employees div. Authorities, HR / HR managers and volunteers as a target group in question.

In addition, companies that recognize the potential of immigrants as employees, have an interest in training their HR managers accordingly. There are several ways to finance the course from the state side and promote.

Personal promotion (direct promotion of the course)

Personal grants for adult education in Austria can be handled through the federal government or the states.

a. The following institutions are most important in the promotion by the federal government:

- Kursförderung.at
- Educational support database of the WKÖ
- Course Cost Calculator
- Funding services of the AMS
- Educational support of the AK

b. For the promotion by the federal states the following institutions are listed as examples:

- Waff educational account for employees
- Education Funding Vienna
- Tyrolean education allowance
- Education account Upper Austria
-

Provider promotion

The Federal Ministry of Education, Science and Research awards grants to adult education institutions.

Indirect promotion (tax deductible)

1. Indirect promotion (tax deductible)

a. Tax benefits for employees

- b. Education allowance and educational premiums
- c. education savings
- d. Educational leave, part-time education
- e. Specialists scholarship

EU subsidies

At the European level, there are the following funding programs:

- European Social Fund (ESF)
- Erasmus +
- Progress 2014-2020
- Europe for citizens
- Interreg V / European Territorial Cooperation (ETZ)

Integration of the concept into an academic teaching / study

When integrating the concept into an academic teaching / study, the training is either conducted through a private university or a state university. In both cases, funding should be provided by the universities.

4. Slovenia

4.1 Proposals for implementation of the European qualification profile in Slovenia

European qualification profile can be implemented on different ways for different target groups.

a. Free and open education offer

Firstly can be implemented as a free open education offer in institutions as Adult education centres, Employment office, Centre for young persons, ect.

Adult education centres offer programmes for adult persons, volunteers and/or experts – for interested ones. Some of programmes are free, some you need to pay. Some of them are free if you are unemployed and payable if you are employed.

The institution perform Services for lifelong career guidance for the unemployed persons. They received the concession for the provision of labor market services and it was given to them by the Ministry of Labor, Family, Social Affairs and Equal Opportunities.

Employment office is centre for unemployed persons. Every Employment office has Career centre where they offer a range of free services and activities for unemployed, other jobseekers, students and employers. In order to promote employment and provide support for career choice, career development or career changing.

Unemployed can during unemployment do different trainings and also retraining, what helps unemployed person to get a new job in different field which can be migration field.

Centre for young persons is a place where young persons can attend different trainings, courses and lectures with contents from very different fields. Most of the offered trainings, courses and lectures are free or. very low price for young people up to 29 years old. The centre offers also learning help for school children also foreigners.

At all three institutions can be implemented as free and open education or training, because it's interesting, useful and short concept. Programme can consist from one part as lecture, other on-line or practical task.

b. Academic field

European qualification profile can be implemented in academic field as:

Optional module at Social Pedagogy, Pedagogical, Sociological, Psychological studies and study for teachers. The module should be part of public valid study programme.

Specialist study on University, that means that European qualification profile should pass the accreditation as public valid study programme.

c. Apprenticeship/training of skilled workers

For workers on the social, educational fields exists National catalogue of further education and professional development (KATIS) where qualification concept can be published as free training for all employed on this fields (schools, nursery school, dormitory, college, University, Centre for Social Work, ect.)

Other possibility is to implement qualification profila in cooperation with other project with similar content and goals.

Implement qualification as independent payable training for all who are interested or working on VO field (companies, HR, career centres, students, school counsellors, ect.)

So if we look carefully there are possibilities to implement qualification concept or just parts (separate modules) of it to practice. That way we enable persons who need or feel lack of further training to attend and get knowledge, good practices, information and network with experts and other workers on migration field.

4.2 Proposals for financing the European qualification profile in Slovenia

First proposal is that, training programme of qualification concept is payable. Can be paid by participants themselves or by their employers.

Second proposal is that training programme is published in National catalogue of further education and professional development for people employed in social and educational fields and than is paid from budget and it's free for this target group.

Third proposal is that some group of interested persons find some sponsor (company, society, ect.) who will pay for lecturers, other things place, equipment ..., they try to use from some institution for free.

Next possible proposal is organise event/conference on this topic with lectures and workshops, invite interested experts which maybe are involved in other project with similar content and can make lecture for free (because they are already paid from their project).

We try to think and find any possible way to implement qualification profile or. at least parts (modules) of concept. We start with organising one day event with lecturers from Research centre of the Slovenian Academy of sciences and arts – Slovenian migration institute, invite all SCNG school counsellors, professors and other interested persons on this topic. Event was organised at the School Centre, so we use school space and equipment. We are already aware that get free good lecturers it will not be possible many years. Feedback of participants was very good and we hope that after some time, this will become recognizable and repetitive training among workers on educational and social field.

5. Bulgaria

5.1 Proposals for implementation of the European qualification profile in Bulgaria

The sustainability and continuation of the project on behalf of Bulgarian Consultancy Organization will be ensure in the following way:

1. Participation in a follow up project under a suitable programme with the same project consortium for elaboration of educational materials for the complete course of education. The follow up project will have particular activities for:
 - translation of the materials in each partner's language, as well as into English;
 - printing out of the materials in an adequate number, as to ensure smooth education of at least 2 groups;
 - preparation of suitable pre-design, as to ensure quick printing of additional copies for the future trainings;
 - development of online platform and ensuring of equipment for implementation of online trainings

2. The prepared materials for all educational modules will provided for free use of the organizations, dealing with immigrants in Bulgaria, with which we already started cooperation in implementation of the current project as follows:
 - Centre for Legal Aid – Voice in Bulgaria <https://www.centerforlegalaid.com/>
 - Bulgarian Red Cross Organization <http://redcross-en.test4.prostudio.bg/>
 - Bulgarian Council on Refugees and Migrants <http://www.bcrm-bg.org/>
 - Caritas Bulgaria <https://caritas.bg/en/>
 - Bulgarian Helsinki Committee <http://www.bghelsinki.org/en/>

3. Bulgarian Consultancy Organization will inform the official institutions, dealing with immigrants in Bulgaria, for the availability of the course, who can be the potential trainees, as a part of their capacity building programmes.

Identified institutions:

- ✓ Presidential institution and the Council of Ministers
- ✓ State agency for refugees
- ✓ Border Police
- ✓ Diplomatic and Consular missions of Bulgaria
- ✓ Ministry of foreign affairs

- ✓ Migration directorate (at the Ministry of Interior)
 - ✓ State agency for Bulgarians abroad
 - ✓ Ministry of Justice (Bulgarian citizenship)
 - ✓ Religious Directorate at the Bulgarian Ministry Council
 - ✓ Traffic Police
 - ✓ Labour Agency at the Bulgarian Ministry of Labour and Social Policy
 - ✓ Regional and local Labour agencies
 - ✓ Bulgarian Chamber of Commerce and Industry
 - ✓ Bulgarian Registry Agency
 - ✓ Bulgarian District Court
 - ✓ Universities
 - ✓ Municipalities
 - ✓ Customs office
 - ✓ Commission for defence from discrimination
 - ✓ Adoption institutions
4. Being a part of Vocational Education network in Bulgaria, Bulgarian Consultancy organization will take the needed actions (talks, consultations with experts, presentation of the module on official events), to promote the module and initiate its political support in order to initiate a procedure for inclusion of the module in the list of the approved professions
 5. Bulgarian Consultancy Organization, with the existing fully equipped Vocational Centre within the organisation will provide the education it its premises, as well as, if the case, at the premises of the institution to be trained

5.2 Proposals for financing the European qualification profile in Bulgaria

Bulgarian Consultancy Organization plan to ensure the financing of the profile in the following way:

1. Preparation of a financial offer for the complete course
2. Preparation of a financial offer for each of the modules, depending on their complexity, to ensure flexibility
3. Prepare a marketing strategy targeting specific clients, particularly the institutions, dealing with immigrants
4. Get in contact with the institutions for applying under particular capacity building programs, which will ensure the needed financing for completing the qualification
5. Offer the developed complete course to the interested educational institutions, which can improve their existing social modules
6. Start partnership with particular educational institution (institute/university, etc.) who will offer the complete course together, as a Master Programme, extra-curricular qualification, etc.

6. Finland

6.1 Proposals for implementation of the European qualification profile in Finland

Finland has been “a bird home” for the Finnish people what comes to issue of getting immigrants and asylum seekers into Finland until year 2015. Since then a large amount of asylum seekers came also to Finland and it put into a test a whole Finnish immigration system. Especially a first phase integration system has shown to be inadequate.

Finnish vocational system divides into two basic elements: 1) youth degree vocational schools and education starts after elementary school; 2) adult degree vocational institutes, which are specialized to give vocational degrees for adults, who are lacking a professional degree, they have to re-educate or update their knowledge or young adults (very often they have had difficult youth period). Last system is most cases more actual for immigrants and asylum seekers and these institutions are usually involved with integration education. Therefore **teachers and lecturers in these institutions could be on target group in qualification implementation.**

Other essential target groups of implementation of qualification are project personnel and volunteers working in 3rd sector organizations. 3rd sector and a lot of volunteer people within these organizations have a lot of significance in supplementary integration progress. As a matter of fact their role can be more important for immigrants in second phase integration process; in worst case after first phase integration process an immigrant can be without reasonable activation from officials' behalf 3-5 years.

A lot of activation occurs through different kind of associations and foundations. Many volunteers also give their contribution and know-how through working collaboration with 3rd sector organizations. A good example is retired fully professionalized Finnish language teachers, who give supplementary Finnish language lessons to immigrants; Finnish language is quite hard to learn and 3 months lasting first phase integration period is inadequate especially for asylum seekers, who barely can read and write their mother tongue. This voluntary work is essential for immigrants in order to integrate into Finnish society: according to many researches and studies made about positive integration, to learn to speak at least below average level Finnish is crucial to find a job or start professional studies.

According to research and analyses made by Ekokaarina Oy in 2017 as one step in QualiProAIR project within both professionals and volunteers, who operate with immigrants and asylum seekers, a one result came up clearly: **multi-cultural understanding and operations should be emphasized in possible qualification training among professionals and especially volunteers.** This has also been a red line for Ekokaarina Oy in QualiProAIR project.

Finland, like many other EU countries, has experienced a deep recession during years 2008-2017. A lot of resources have been cut by Finnish government as a part of other financial cut-offs. This has a direct negative consequence for operative ability of associations and foundations to educate their professionals and volunteers to work more efficiently with immigrants and especially difficult target group: uneducated asylum seekers coming from Africa and Middle-East countries.

Another problem is diffused responsibilities, tasks, financial resources, goals etc. between different ministries in Finland: Ministry of Labour and Economics, Ministry of Social and Health and Ministry of Education and Culture have all linkages to immigrant issues. Even though these ministries may have horizontally administration borders crossing development projects linking with immigration issues in HELSINKI, but problems arise when they should

be implemented vertically to their own officials in different provinces in Finland; this grievance causes inefficiency both operative and financial point-of-view.

Administrative problem mentioned above causes also difficulties to 3rd sector actors, which operate with immigrants. They don't have a clear picture about essential officials to seek knowledge or financial based help to e.g. educate their own personnel or volunteers.

From the angle of proposals for implementation of the European qualification profile in Finland and considering problems mentioned earlier, Ekokaarina propose following implementation steps:

1. A qualification of professionals and volunteers should be taken under one representative administration segment of ministry in local level; e.g. AVI (=aluehallintoviranomainen / regional administration official).
2. Adequate resources should be reserved in national budget in qualification process.
3. Qualification programs must be promoted effectively to 3rd sector organizations and/or a regional project manager should be nominated into this task.
4. Network linkages between 3rd sector organizations should be strengthened and encouraged by regional officials in order to promote qualification projects and programs.
5. Qualification materials created by QualiProAIR project should be promoted in broader sense than only Ekokaarina Oy's dissemination activities.
6. Qualification profiles created by QualiProAIR project must be "certificated" in a way, in which education institutes can expect them and adapt them in their own professional education entireties. Main responsibility is for the Ministry of Education and Culture plus Education Administration.

A qualification of professionals and volunteers under one representative administration segment of ministry in local level is crucial according to Ekokaarina Oy's own many years of experience in this specific field. Local officials representing different ministries don't have cultural and practical history of efficient collaborative network operations. Due that a good qualification projects would be in danger of falling in administrative dissonances.

A clear budgeting system should be reserved under specific ministry's annual administration, which takes main responsibility of qualification programs. This would prevent regional problems between different officials, whose responsible on financing qualification education project and whose not. This would also help 3rd sector organizations' finance application processes.

As mentioned before 3rd sector has a remarkable role in volunteer based integration operations within immigrations and asylum seekers. They don't in most cases have, however, regular personnel but 2-3 persons, who have skills and time to seek outside financed projects. Therefore **regional officials should have enough resources to create and manage regional promotion (internet, social media, seminars) through which information about possible qualification projects, their goals, finance abilities and applying practises are well disseminated.**

Regional 3rd sector organizations have relatively few network linkages between each other. These linkages would be extremely essential in order to create resource efficient and optimal qualification sessions. E.g. work-orientated intermediate labour market organizations and purely immigration associations would have fruitful combined qualification sessions; both have knowledge about immigrants and asylum seekers but different angles. **Regional**

official or qualification consultant should be given a major role to be key-actor in creation, managing and teaching of qualification network.

Qualification materials created by QualiProAIR project should be promoted in broader sense than only Ekokaarina Oy's dissemination activities. Dissemination materials, which are actively promoted during May-August, are not adequate. Dissemination must have continuance. **Regional officials must be indented to dissemination**; most proper officials would be the same, who organize project funding. Otherwise dissemination will remain uncompleted.

6.2 Proposals for financing the European qualification profile in Finland

As already mentioned in previous chapter **a basic finance structure should be centralized under one specific ministry**, which allocate resources to regions and provinces. Municipalities and 3rd sector don't have economic resources of their own to finance qualification education projects. These organizations and municipalities are, however in key role to implement qualification education and they also give a physical platform / premises for qualification project. 3rd sector organizations also have more active connection relationships to immigrants / asylum seekers than e.g. municipal social officials; often they meet weekly with this target group.

Example: Case – AVI

AVI is a Finnish regional actor, which represent Finnish state in provinces. *AVI already manage and finance projects concerning immigrants / asylum seekers.* These projects are, however, very often fragmented and they lay under many budget elements. Unless qualification consultant, project managers e.g. are very familiar with AVI's project funding, qualification funding may be left out to be applied.

Qualification funding could be divided into 3 or 4 application periods in a year; not only 1 or 2 like they usually are at the moment. Budget elements should also be divided in a way that qualification could be adapted into smaller / shorter qualification segments or more comprehensive qualification projects. Budget elements could be e.g.:

- Smaller qualification teaching period (1-2 days):
 - budget: 1500,00 €;
 - a light pre-test;
 - webinar based qualification.
- Qualification project (5-6 days):
 - budget: between 10.000,00 – 15.000,00 €;
 - comprehensive pre-test (half a day);
 - physical teaching environment;
 - comprehensive teaching materials;
 - final test after qualification project.

A formal own-based finance could be obliged from participants; e.g. 100,00 € / participant especially in Qualification project cases.

7. Summary and outlook

The newly created and European wide uniform qualification profile is basis of the development of initially five qualification modules in the framework of the QualiProAIR Erasmus+ project:

1. Approval of foreign Qualification and Graduation,
2. Framework, Conditions and Information of Labour Market and the Integration into it,
3. Qualification and initial Qualification as Precondition for a successful Entrance into the Labour Market,
4. Social Integration – Skills and Key Competencies
5. Language Learning and Inclusion of Immigrants into the Educational System

In doing so there were respected as many aspects as possible and necessary in the design of the content, to offer already at the end of the project a qualification, that includes the core of the created qualification profile.

For the qualification profile describes more comprehensive aspects and addresses volunteers as well as experts who are working with immigrants it ist he basis of a later to be developed European qualification concept. That should contain a detailed breakdown of the to be taught know-how or the skills and competencies including a clear division of volunteers and experts in the field of „support of immigrants“. Such a total qualification can and should due to the amount of identified aspects which are included be modular and also designed as further education. So that it offers the opportunity to volunteers to qualify themselves regarding different teaching and learning content meeting the specific demand. Also it should give experts the possibility of a demand orientated qualification as well as the professional specialization towards immigrants in a whole.

Because of the widespread knowledge, that should be imparted, that is described in the qualification profile, probably requires an development logical design of such a concept, including qualification modules for newly recruited in the working field, in which basic skills are imparted, for advanced learners with already achieved professional knowledge and experiences, who want to extend their skills and experts, who want to achieve specific professional content.

In all partner countries there was an appropriate demand detected. So it will be necessary to use all networks described by the partners and to foster especially on political level the qualification concerning immigration support. The profile is in the existing structure usable in an easy way so that the qualification for those dealing with immigrants will be improved. The implementation contributes to a common European understanding and to more mutuality all over Europe.

