ICT4TCN
ICTraining

Assessment of prior IT-related learning background and skillset of third country nationals in Spain

Inno Hub Valencia

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1) Brief summary of the desk research exercise identifying the prior learning background and existing skillset of TCNs in each partner country.

According to IOM and as it reflects in its World Migration Report of 2018[1], Spain has become one of the top 20 countries of destination for international migration, occupying tenth position.

According to the Permanent Immigration Observatory latest report on Foreigners living in Spain[2], the number of foreign residents in Spain is 5,535,079, which represents approximately a 10% of Spanish population. Depending on the type of legal regime applied, it can be seen that the classification situates 3,353,325 (60.6%) foreigners in the EU Free Movement Regime and 2,181,754 (39.4%) in the General Regime.

The 15 most numerous nationalities represent 74.0% of the total. Eight of them correspond to European Union countries, including Romania (19.2%), the United Kingdom (6.2%) and Italy (5.7%). Among the most numerous groups of extra communitarians countries, it includes Morocco (14.3%), China (4%), Ecuador (2.8%) and Colombia (2.3%). Most of affiliates are in the services sector, which in December 2018 accounted for 73.26% of the total. The remaining percentages are distributed among 7.16% of industry, 8.04% of construction and 11.55% of agriculture.[3]

Regarding immigration politics guidelines, Spain has signed bilateral cooperation agreements on immigration together with countries as Morocco, Colombia, Ecuador or Dominican Republic[4].

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[1] IOM: World Migration Report (2018) https://publications.iom.int/system/files/pdf/wmr_2018_sp.pdf

[2] This report provides information regarding the statistics of foreigners with a Registration Certificate or Residence Card in force. The Permanent Immigration Observatory performs this statistical operation, using files from the Central Registry of Foreigners' Central, which is managed by the General Directorate of the Police.

 http://extranjeros.mitramiss.gob.es/es/Estadisticas/operaciones/concertificado/201906/Residentes_Principales_Resultados_30062019.pdf

[3] Occupational Observatory: Foreign Labour Market Report, data from 2018 (2019)
http://www.segsocial.es/wps/portal/wss/internet/EstadisticasPresupuestosEstudios/Estadisticas/est8/est10/est290/est292/est293

[4] López-Sala Ana and Stanek Mikolaj. «Labor market needs or international political agenda? Designing temporary working programes in Spanish migration policy» (2000-2010) http://www.proyectos.cchs.csic.es/circular/es/resultados-y-publicaciones?page=1

It is important as well to remark that since 2013[5], Spain has specific regulations on qualified migration for those entrepreneurs that wish to develop an innovative activity within Spanish economy interests[6]. For instance, since 2012 it was created the Rising Start Up Spain programme[7], for foreign start-ups and entrepreneurs which main aim is to attract talent and international entrepreneurs to Spain.

Spain is the only European country that allows and encourages the registration of TCNs. In exchange for their registration, they receive free access to public health and education in the same conditions as regular immigrants or Spaniards[8].

In Spain, it is Law 12/2009, 30th October, in charge of regulating the right to asylum and subsidiary protection[9]. By being an applicant for asylum, it provides them the right to: remain in Spain while their application is being resolved, receive legal and health care, receive specific social benefits and to be documented as an applicant for international protection.

As reported by the Ministry of the Interior, during 2018, 55.749 applications were submitted which represents a 75.64% increase over the 31,740 applications registered during the year 2017. In terms of countries, Venezuela, Colombia and Syria lead the origin of applicants for international protection.[10]

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[5] Law 14/2013, 27th September, on support for entrepreneurs and their internationalisation https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-10074

[6] REM. Annual Report on Migration and Asylum 2017. Spain http://extranjeros.mitramiss.gob.es/es/redeuropeamigracion/Informe_Anual_Politicas_Inmigracion_Asilo/doc_2017/ANNUAL_REPORT_ON_MIGRATION_AND_ASYLUM__2017_EN.pdf

[7] Rising Start Up Spain programme http://www.investinspain.org/invest/en/rising/index.html

[8] CLANDESTINO PROJECT: Undocumented Migration: Counting the Uncountable. Data and Trends Across Europe http://irregularmigration.net/typo3_upload/groups/31/4.Background_Information/4.3.Policy_Briefs_NATIONAL/Spain_PolicyBrief_Clandestino_Nov09_2_es.pdf

[9] Law 12/2009, 30th October, regulates the right to asylum and subsidiary protection https://www.boe.es/boe/dias/2009/10/31/pdfs/BOE-A-2009-17242.pdf

[10] Spanish Ministry of Interior: Asylum in numbers (2018) http://www.interior.gob.es/documents/642317/1201562/Asilo_en_cifras_2018_126150899.pdf/bd2b18d8-bacf-4c2a-9d08-e1952d53a10a

Digital literacy and ICT training

Bearing in mind that the European Digital Agenda approved in May 2010 sets e-inclusion as a strategic objective; Spain has paid special attention to this new dimension of growth and progress in an uninterrupted way through several successive plans. In 2013, Spanish Digital Agenda[11] was launched and it contained 106 lines of action structured around six major objectives, one of them including to promote inclusion and digital literacy and the training of new ICT professionals. As a result, Spain is committed to development of training programmes for the improvement of digital skills. For instance, the State Employment Agency has created the online platform Digitalízate[12] in which free digital skills trainings offered by major technology companies are gathered together for an easier access to.

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[11] Spanish Digital Agenda https://avancedigital.gob.es/planes-TIC/agenda-digital/Paginas/agenda-digital-para-Espana.aspx

[12] State Employment Agency. Digitalízate Program: https://www.fundae.es/digitalizate

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## 2) Brief summary of the key findings reached through the online survey

In Spain, the questionnaire was first translated[13], to be distributed later on among NGOs, VET schools, educational departments, and local organizations.

Respondents' learning background and achievements: 30 respondents answered the questionnaire. According to their level of education, 15 respondents hold a secondary education degree, 4 hold a master or equivalent, 3 studied primary education and 3 less than primary education. Job titles vary and cover different sectors. 3 of them work in hospitality services, 2 are working in a bar, 2 as housekeeper, 2 as copywriter, 2 as cleaners, 2 as journalists, 2 as caregivers. Only one participant has answered the following job categories: building sector, business owner, dishwasher, industrial engineer, and shop assistant. 70% of respondents were employed while the rest, 30% are in search of a job. Regarding how long have they been working for their organization, it can be observed in graph 2 that 33,3% (10) respondents answered less than one year. 6 respondents answered from 1 to 2 years.7 respondents from 2 to 5 years and 7 respondents from 5 to 10 years.

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[13] TCNs Questionnaire Google Form Spanish Translation https://forms.gle/SxQyFiMMqxh4Jc7H9

Graph 1. **How long have TCNs been working for their organization/association results.**
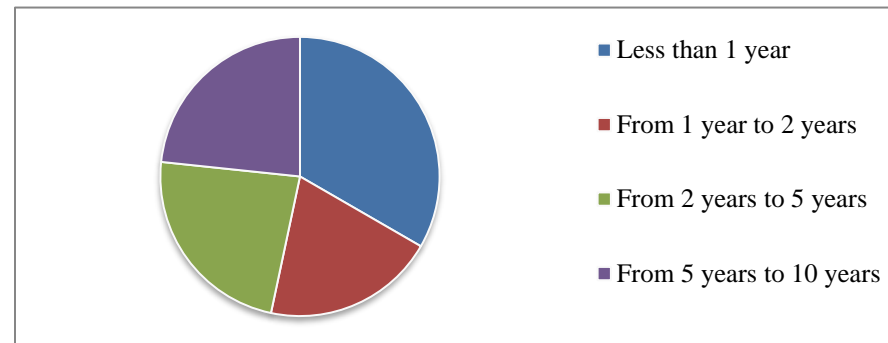
80% (24) answered that they do not work nowadays in TIC department. 96,7% owns a personal PC/laptop/smartphone and uses it everyday.

Regarding ICT related training, 70% have attended courses. The most common ones have been: online marketing (4), Microsoft Office pack basic and intermediate training level (3), general ICT learning (1), search engine optimization basic training (1), cyber security (1).

Competence Area: Digital content creation

In relation to the subcategory copyright and licenses, there is a wide range of respondents that do not know how to apply licenses and copyrights (18 respondents). Moreover, programming subcategory reveals as well poor knowledge both in using several programming languages and creating a website using a programming language (19 respondents each).

Competence area: Social Media

As graphic 3 displays, most TCNs are familiar with social networking platforms (21). Nevertheless, in relation to advertising purposes, 10 respondents recognized that they do not have enough knowledge.

Graph 2. **Social Media results**
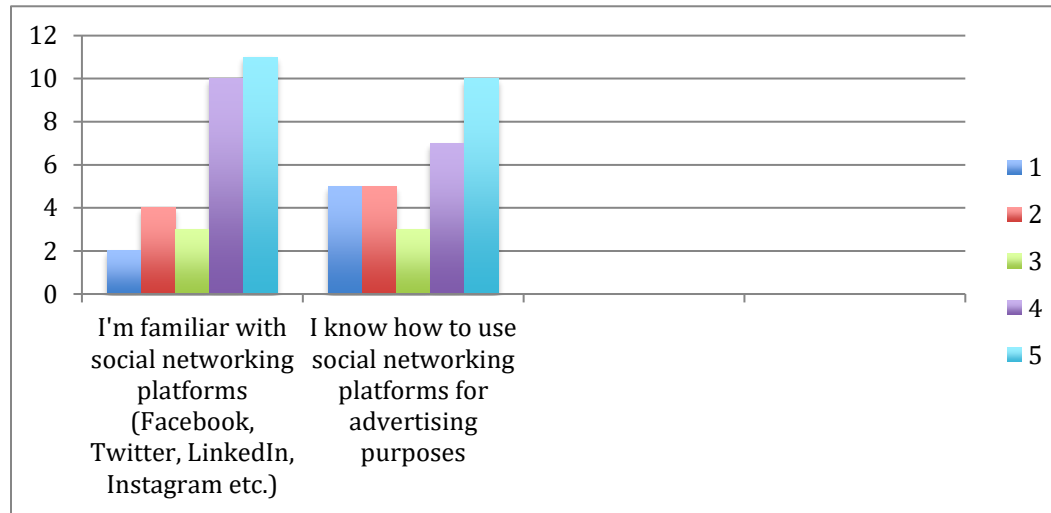
Competence Area: Safety and Problem solving

In relation to these two areas, it can be highlighted the fact that in Safety, TCNs are most concerned with protecting personal data and privacy: 17 respondents have poor knowledge about encrypt emails or files. As for Problem solving skills, 12 TCNs expressed poor knowledge as well when using a new device, program or application.

Competence Area: Communication and collaboration

Only 2% of TCNs faced troubles when engaging in citizenship through digital technologies. It needs to be pointed out that 20 out of 30 participants weren't aware of the rules used in online communication ("netiquette").

Challenges and Topics for the IT training course

Among common answers regarding challenges faced by TCNs were lack of: language training, ICT training and validation of foreign certifications. The most common topics to be addressed in IT training course were from simple Microsoft Office towards a more unknown competences such as cyber security or development of Apps.

Respondents' demography influence to research results

Men and women answered survey equally (50% each). Half respondents (53,2%) were aged between 25-39. Two groups of 7 respondents each were 18 to 24 years old and 40 to 60. Nationalities, as follow, are listed in order of highest to lowest number: Venezuelan (13), Moroccan (9), Chinese (3), Brazilian (1), Algerian (1), Argentinian (1) and Indian (1). In order to avoid biased information, survey was sent to different countries, mainly North Africa and South America, as their needs may differ in terms of background education and language level. It can be observed that women from North Africa have a lower level in terms of education and ICT competences while man from South America have higher education degrees.

3) Summary of the key findings reached through the organized focus groups/interviews with professionals working with adult ICT educators

In order to provide a wider vision regarding ICT educational field, several profiles were consulted. Two focus groups of 4 and 3 VET ICT teachers were conducted. Through telephone, two trainers and one social educator were reached.

Focus group discussions: teachers agreed that while talking about integration of ICTs in TCN Adult Education two key factors should be divided. On the one hand, the use of ICT as educational resources. On the other hand, ICT as a tool for reducing and minimizing the risks and factors of social exclusion.

The use of ICT as educational resources is seen as an attractive instrument for acquiring and consolidating knowledge. Teachers pointed out that most of them enjoy learning through the YouTube platform and sharing which are their latest favorite-theme discoveries. When speaking about ICT as a tool for accessing labor market, it was mentioned that not only TCN students needed help when elaborating their resume and knowing which are the best employment websites and apps that would help them to apply for a job.

Regarding the main challenges faced by TCNs, some teachers mentioned the discontinuity in attendance and schooling, which could ultimately led to early school leaving.

Telephone interviews: three different profiles were reached which provide different perspectives that reflect different points of Spanish society. One recent jubilee VET teacher mentions the importance of Spanish lessons offered (and still functioning) in public VET institutions in late 90s and early 2000s. Thanks to Spanish language acquisition, improvements were made in order TCN insertion in labor market. Nevertheless, Spanish language acquisition it is still a challenge to some TCN communities, especially those who come from North Africa countries.

Regarding main challenges faced by staff of organizations for providing education to TCNs, a secondary school teacher specialized in ICT teaching mentions that sometimes teachers lack collaborative culture. Moreover, due to organizational rigidity, it as well hampers the development of interdisciplinary work that might help and benefit TCNs.

To finish with, the social educator we contact works with refugees in Valencia and her experience towards TCNs is completely different. She mentioned the fact that due to internationalization, educational priorities do not consider ITC as a priority.

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4) Summary of the key findings reached through the organized focus groups/interviews with adults TCNs

Several focus groups and interviews with adults TCNs were carried out in the recent months. Summary of the key findings is based on two focus groups of 6 TCNs each and three phone interviews.

Focus groups: 7 out of 12 TCNs were employed. Their job profiles were: cook (1), journalist (1), cleaner (2), orange picker (1), industrial engineer (1) and caregiver (1). Half interviewers were aged 18-20 and 25 to 39. Seven of them were men and 5 women. 85% had up to secondary education and the rest adult education. An important highlight regarding educational background was half of them claimed to be self-taught on ICT skills thanks to Internet and YouTube.

TCN agreed on the fact that migration movements depending on the origin country may vary indeed their necessities. For instance, North Africa TCNs (e.g. Morocco, Algeria or Tunis) might have more difficulties regarding Spanish language learning and issues to medium/high ICT skills. TCNs from South American countries (e.g. Venezuela, Colombia, Argentina) do not face Spanish language problems but as they tend to be higher qualified, their education qualification framework is not certified or hardly validated within Spanish territory.

Phone interviews were carried with one developer of apps (Venezuela), one software developer (Venezuela) and one ICT consultant (Argentina). The three of them have been working more than 5 years in the ICT field and their highlights can be summarized in three points:

1) Language and cultural factors: TCNs might speak English well but they lack Spanish language skills which might difficult integration within the companies and their colleagues.

2) Difficulty in geographic mobility: TCNs that are highly qualify might face problems in obtaining residence permit, therefore Spanish companies offer them telecommuting jobs.

3) ICT Education and qualifications: nowadays, a lot of TCNs, pay to be trained online and obtain specific skills. Websites such as Udemy[14] offer training in xcode, highly demanded nowadays. ICT profiles consulted wished that there were more free trainings on block chain technology, app development or big data analysis.

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[14] ICT Spanish platform https://www.udemy.com/es/topic/xcode/

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5) Summary of the key findings reached through the targeted consultation with selected key stakeholders.

Consultation with stakeholders was done via the translation of the stakeholder's questionnaire[15] together with the aid of telephone. 7 stakeholders answered the online survey while 3 gladly helped through phone conversation in sharing their views and comments. The three respondants were male middle aged, while one has more than ten years experience, the two left have been only working less than 4 years within this context.

Regarding facing the main challenges by TCNs that wish to build their knowledge in ICT skills, stakeholders mention that although it is true that most of them own and know how to use regular phones, there is an immense majority that do not know the existence of apps that could help them, for instance, in the search of a job.   When mentioning which ICT competences could be improved, XABEC remarked that it would be really useful for TCNs to learn the use of ICT in business. One example was provided: the first one, regarding the use of POS (Point Of Sale, in Spanish TPV machines) in hospitality management.

In relation with the main challenges faced by TCNs wishing to enter to the labour market, it can be primarily pointed out economical reasons related to basic needs. It is important to remember that most of TCNs do not obtain a work permit. As an UNHCR volunteer pointed out in the questionnaire, in Spain, it exists a residence permit for exceptional circumstances known as "arraigo social" (social ties or ties to the community), which allows the regularization of the situation of TCN who are in Spain in an irregular situation, as long as they can prove a continuous stay in the country of at least three years. During those three years, most of TCNs, due to lack of legal documentation work within underground market in low qualify job offers.

Among all answers, it can be found as well discrimination. FyG Consultores remarks the fact that for instance, a picture of the applicant usually accompanies Spanish resume, unlike other EU countries. This might led to discrimination because of physical appearance.

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[15] Stakeholders Questionnaire Google Form Spanish Translation https://forms.gle/qWw4CUpcxt17khQH6

Stakeholders consulted agreed on the innovative approach and implication of IVAP (Valencian Institute of Public Administration), which offers free ICT trainings[16], both online and classroom-based such as listed below: "Introduction to Arificial Intelligence and its application to public services" and "BigData Basic course". Most stakeholders consulted had agreed on the fact that information and data literacy (i.e browsing, searching and filtering data, information and digital content or being able to access institutional web sites) together with problem solving (i.e solving technical problems) are issues that need to be addressed in most courses.

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[16] IVAP, ICT trainings (2019) http://www.ivap.gva.es/es/actualitat//asset_publisher/8uCoAIhBmVXn/content/novedades-del-plan-de-formacion-2019

As previously mentioned, in Spain several programmes can be among the State, regions and municipalities. Examples of a selection of good practices are:

Good Practice

Title of the practice	**Digital literacy courses for TCN women**
URL of the practice	**https://comunicacion.jcyl.es/web/jcyl/Comunicacion/es/Plantilla100Detalle/1284281798933/_/1284811884555/Comunicacion**
Location /geographical coverage	**Valladolid, Castilla y León region, Spain**
Brief description of the practice	**The programme offers a total of thirteen courses, including two for the "tuCertiCyL" digital skills certification. It is oriented to the initiation of the users of computer, Tablet or Smartphone or other trainings such as «Handling of mouse and keyboard», «E-mail», «Use a word processor to make your documents» or «Use of intelligent devices Android».**
Institution/ Organisation/ Service provider/ Implementing agency	**Junta of Castilla y León**

Target Group(s)/ Beneficiaries	**TCN women**
Main Services provided	**CyL Digital is an open programme to all in which they offer activities and initiatives to raise awareness, train and advise people in the application of technologies to their daily lives. It is an initiative of the General Directorate of Telecommunications and Digital Transformation of the Junta de Castilla y León.**
Are the provided services gender and cultural diversity sensitive?	**Indeed they do have specific programs to integrate collectives within that are in a more complex risk of exclusion, in this case, migrant women.**
Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached	**During July 2018, two courses were held to obtain the 'tuCertiCyL' digital skills certification, updated and adapted to the DIGCOMP European framework, which accredits a person's skills in the use of ICT.**
Is the practice directly linked with the policy level, both affecting	**The project is directly linked with 2013 Spanish Digital Agenda, 6th point states: "promote inclusion and digital literacy and the training of new ICT professionals". Furthermore, it is co-funded by European Regional Development Fund (ERDF).**

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relevant policies and supporting in practice its implementation?	
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market	This program prioritizes the socio-affective contact (family and friends). Socio-affective digital contact can lead as well to motivate for the search of employment – although this skill is as well trained in the course.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional,	This practice is implemented in Castilla y León region, which could be easily applied in other regions due to the collaboration with regional governments and the support of co-funded by European Regional Development Fund (ERDF).

economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?	
What are the elements of this practice, which could be used, in the capacity building programme (O2)?	The element of certification supported by Junta de Castilla y León and the European Regional Development Fund (ERDF) definitely provides a consistent legal framework that could help TCN to validate their acquired knowledge in labour market. The socio-affective element (family and friends) should be considered as well when teaching and implementing TIC.
What are the possibilities of extending the good practice more widely?	More levels should be considered in order to obtain a wider benefit among different TCN women profiles.

Good Practice

Title of the practice	Project refugIS

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URL of the practice	https://www.fundacionsomosaraarraigo.org/comienzo-del-proyecto-refugis/?v=04c19fa1e772
Location /geographical coverage	Barcelona, Málaga and Madrid, Spain
Brief description of the practice	The project helps young TCN people in migration, asylum and refugee situations in Italy and Spain in their development regarding digital literacy and basic programming skills. Secondary school students and young volunteers are involved as well as they are in charge of carrying out the training following the service-learning methodology.
Institution/ Organisation/ Service provider/ Implementing agency	Fundación Arraigo (Spain), Microsoft Imagine (Spain), Mondo Digitale Foundation (Italy), the Esplai Foundation (Spain)
Target Group(s)/ Beneficiaries	TCNs, asylum seekers, refugees, secondary school students and young volunteers
Main Services provided	Fundación Arraigo offers a wide range of trainings that include: sewing workshops, Spanish language courses and basic ICT trainings.
Are the provided services gender and cultural diversity sensitive?	This project includes wide range different migration groups. Furthermore, it takes into account multigenerational elements as it connects young and older generations to ICT acquisition.
Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along	Main aim of the project is to train 650 migrants and refugees.

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with tangible and not tangible results that reached	
Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?	One Italian organisation and two Spanish organisations are involved together with the funding of Microsoft.
Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market	Taking into consideration that Spain and Italy are both Mediterranean countries in which refugees and migration flows are increasing, this project clearly reflects the implication and actions taking into account the socio-economic situation of both countries.
Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be	In this project, a major ICT company provides the necessary funds in order to be developed. Probably, it would be might difficult if a balanced networking were not able to reproduce this project in other countries with the same issues.

successfully replicated (in a similar context)?

What are the elements of this practice, which could be used, in the capacity building programme (O2)?

It is really interesting the service-learning methodology in which several groups are benefited from.

What are the possibilities of extending the good practice more widely?

It could be considered a second development of the program where other countries with high migration fluxes could benefit from.

Due to the high migration low that Spanish territory has, it can be seen that several factors should be considered in order to fulfill TCNs necessities. First of all, four main groups can be differentiated.

While North African TCNs should consider language skills first, South Americans do not face this challenge. Nevertheless, it can be observed that validation of their ICT knowledge might difficult their recruitment. It should be taken into account as well a third disadvantaged group, those TCN women middle aged who have primary education and wish to expand their ICT skills. Fortunately, several innovative programs have been carried out as previously mentioned. The last group to be considered are high TCN qualified and VET teachers who still find some gaps in terms of access to free quality ICT trainings that meet their educational level.

Therefore, it should be taken into account that depending on the TCNs educational background different degrees of ICT training should be developed: one level considering basic ICT skills related to netiquette and personal safe security and another level for more advanced ICTs that wish to expand their knowledge in fields such as block chain, app development or big data analysis.