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ICT4TCN
Facilitating the access to the ICT labour market of third country nationals by developing further their existing skillset

Erasmus+ Programme
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Task 1.4: Development of National report- GREECE│IO1: Assessment of prior IT-related learning background and skillset of third country nationals

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1. Brief summary of the desk research

1.1. Key figures and statistics regarding the socio-economic characteristics of TCNs

According to the Greece Key Migration Statistics the total number of international migrants at mid-year (UN DESA, 2019) in Greece was 1.2 million, with the international migrant stock as a percentage of the total population at mid-year (UN DESA, 2019) being 11.6 %.

Among these populations, the share of female migrants in the international migrant stock at mid-year (UN DESA, 2019) was 53,8% for Greece.

The share of working age migrants (20-64) in the international migrant stock at mid-year 2019 (source UN DESA, 2019) was 82,6% in Greece, whereas the overall trend was 74,2%. As per the Tertiary-level students (origin country) (Unesco, 2018), they counted to 37,5 thousand.

The Migration Data Portal and the statistics provided through OECD data source concerning the snapshot of migrants' integration and well- being status, reveal the following trends:

Indicator	Greece Value (2018)	Overall OECD countries Value(2018)	Comments
Unemployment rate of foreign-born	28,6%	8,6%	Greece is the country with the highest value worldwide
Unemployment gap, OECD	10%	2,9%	Greece is the second country (after Sweden) with the highest value worldwide
Secondary education gap	7,7% (2010)	0,7% (2010)	
Overqualification gap	11,4% (2010)	3,4% (2010)	Greece is the third country (after Sweden) with the highest value worldwide
Unemployment gap, IPUMS-Int	5,8% (2010)	0,2% (2010)	
University education gap	0,1% (2010)	9,8% (2010)	

Data source: Migration Data Portal
(https://migrationdataportal.org/data?cm49=300&focus=profile&i=stock_abs_&t=2019)

As regards the level of education of Third Country Nationals (% of 15-64, not in education), 24% of TCNs are classified in the very low educational level (ISCED 0-1, only completed primary education), 51% in the low educational level (ISCED 0-2, no higher than lower secondary education), and 10% in the high educational level (ISCED 5-8, tertiary education), (OECD, 2018).

In particular, according to OECD (2018) recent migrants (< 10 years) distribution by level of education in Greece is the following: 53% of TCNs have low educational level (ISCED 0-2) and 15% in the high educational level (ISCED 5-8).

In terms of participation in the labour market, in the EU, immigrants are less likely to be employed than the native-born, which is due to the wide employment gap between the native-

born and non-EU migrants. In almost half of EU countries, low-educated immigrants have higher employment rates than their native-born. By contrast, highly educated immigrants are less likely to be employed than their native peers in virtually all countries. In all OECD and EU countries, immigrants (particularly non-EU migrants in the EU) have higher unemployment rates than the native-born.

The employment rate of migrants (people in employment as a percentage of the population of working age, aged between 15 and 64 years old) was around 53% (65% men, 42% women) in Greece in 2017 (OECD, 2018), when the EU total (28) comes to around 64% (73% men, 57% women).

Regarding the unemployment rates among general population and third country nationals in 2017 (% of active population 15–64 -year-olds) in Greece, 28% of TCNs were unemployed when the general population unemployment rate was around 22% (Eurostat, 2018).

According to Synthesis Report for the European Migration Network Study, 2019, third-country nationals were most frequently employed in the secondary sector, namely manufacturing particularly construction (in the case of Greece) and in the processing industry which suggests predominantly low-skilled jobs.

1.2. Problems/ obstacles faced by TCNs regarding their integration and their access to the labour market

EU Member States report that some of the main challenges for TCNs integration is directly or indirectly connected to removing obstacles facing third-country nationals in accessing the labour market, more often higher for women. In particular, the main barriers identified are:

- **Lack of language skills**. In general, knowledge of the national language is fundamental to socio-economic participation and integration.

- **Lack of recognition of qualifications.** This lead inter alia to being occupied in jobs that does not match the skills and qualifications.

- **Discriminatory practices**. Third-country nationals could still be subject to discrimination in recruitment processes.

Other challenges faced by TCNs while entering to the labour market, less important than the previous mentioned, include:

- Creating tolerance in mainstream society and combating discrimination.

- Promoting civic participation and citizenship engagement through providing information on rights, responsibilities and obligations, access to services and transferring of values.

- Integrating a high number of newly arrived TCNs.

At last, other barriers highlighted and reported by migrants especially for Greece are origin, religion or social background.

According to Eurostat (2018), obstacles to accessing suitable employment reported by first generation third country nationals in 2014 (%) in Greece, are in particular the following:

- Lack of language skills- around 14%
- Lack of recognition of qualifications- around 20%
- Citizenship of residence permit- around 10%
- Origin, religion or social background- around 19%
- No barrier- 10%
- Other barriers- around 11%

According to ILO, the main challenges migrants face in accessing quality training and decent jobs include:

- the under-utilization of skills,
- a lack of employment or training opportunities,
- lack of information, and exploitation of low-skilled workers.

To address these challenges, countries need to strengthen skills anticipation systems to inform migration policies, increase access to education and training, and establish bilateral or multilateral recognition of qualifications and skills. Skills partnerships are also essential in facilitating peer learning and contribute to fair migration for all.

1.3. Employment or other policies affecting TCNs and their integration in the labour market

Greece introduced a **National Strategy for the inclusion of third-country nationals** in April 2013. The Strategy places emphasis on training and skills development of TCNs in Greece; thus it sets out the categories of professions for which there have been increased needs in the last five years, such as: seasonal employment (tourism), transfer of fishery workers, highly qualified workers, and transfer of seasonal workers to the agricultural economy.

In addition, the strategy also includes measures on access to: social and health services, reception and introductory courses, combating informal employment by fostering legitimate employment, combating discrimination and the promotion of equal treatment, putting strong emphasis on vulnerable groups such as women, children, elderly people and people with disabilities. The National Strategy has also highlithed the need for an integration policy that facilitates access to jobs, higher salaries or highly qualified jobs, to first and second-generation third-country nationals, by improving recognition of the education and professional training they have received abroad.

According to the 'Labour market integration of asylum seekers and refugees – Greece, EC, (2016)', the National Strategy plan foresees the following:

1. Provide information on the work context (IKA, OGA, OAEE (TEBE, TAE, TSA), OAED, security contributions, stamp etc.).
2. Establish a site for offering and demanding employment.
3. Promote third country citizens' information on the way to deal with discrimination they may be subject to and encourage them to file complaints.
4. Enhance corporate social responsibility.
5. Facilitate TCNs' approach with prospective employers.
6. Guide third country nationals in high development areas that create jobs.

7. Create personalized programmes or implement mentoring actions by businesses or civil society organizations.
8. Encourage third country nationals to make full use of their skills and competencies.
9. Improve the recognition of skills and relate skills to market needs.
10. Attract highly skilled workers to the EU (and the country).
11. Offer immigrants access to the pilot project entitled 'Minimum Guaranteed Income' carried out in the reference year to support low-income people, granted on condition of a previous five-year legal residence in the country. Note that this pilot project included.

In February 2018, following a decision of the Hellenic Manpower Employment Organisation, the possibility to provide a certification from the reception facility has been added for asylum seekers willing to register themselves at the OAED registry.

Other significant policies and measures for social inclusion through labour market integration implemented in Greece, addressed to TCNs are the following:

- The policy entitled 'HELIOS (HELlenic IntegratiOn System)' is implemented by January 2018 under the coordination of the Ministry for Migration Policy in collaboration with the Municipality of Livadia and the Municipality of Thiva and the International Organization for Migration. The project aims to successful integrate third-country nationals, especially women and vulnerable persons into the local community, through strengthening the social services of the afore-mentioned Municipalities by IOM, with specialized staff and interpreters to provide advice on labour market integration, social participation and respect for human rights.

- The operation of the Employment Office of the Greek Council for Refugees (GCR). The office operates since 2000 and helps hundreds of newly comers and recognised refugees by facilitating their transition to the labour market and by supporting of finding paid employment. The main objective of the office is to support jobseekers to find their first job in Greece.

- The 'Paralegals programme in rural areas of Greece, started by 2017 and funded by Rights, Equality & Diversity, aims to train volunteer paralegals in rural areas of the country, specifically in Nea Manolada, Ilia and Filiatra in Messinia (local and region coverage). The training programs address to land workers, who belong to the Bangladeshi and African communities respectively.

- The "Stepping Stone" Educational Integration Programme was launched by METAdrasi (NGO) in May 2017 and aims at facilitating the integration of refugees and migrants through educational activities and internships. METAdrasi supports the efforts of the beneficiaries by evaluating and strengthening their abilities, as well as preparing them for employment through a paid apprenticeship.

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1.4. State-of-the-art capacity building programmes targeted to TCNs, especially those which are ICT field oriented

Regarding access to vocational education/ training, through the establishment of the Law 4375/2016 refugees and beneficiaries of international protection, on the condition they have a valid residence permit, can be enrolled to the training programmes of the Manpower Employment Organization (OAED) (public authority), following the same terms and conditions that are applied for the Greek nationals. Additionally, vocational training actions and supportive services targeting asylum seekers, refugees and migrants take place by International Organizations and Civil Society institutions.

However, the condition of enrolment "under the same conditions and prerequisites as foreseen for Greek nationals" does not take into consideration the significantly different position of asylum seekers, and in particular the fact that they may not be in a position to provide the necessary documentation.

As concerns TCNs adult education, there are several educational programs for adults organized by state or private agencies, centres for vocational training, NGOs and other organisations. The General Secretariat of Lifelong Learning of the Ministry of Education is the responsible authority for most of the educational programs for adults. The following are some examples.

- **Schools of Second Chance** are for adults who have not completed mandatory education. The duration of study is two years, which includes afternoon classes. Students who graduate obtain a certificate equal to the one obtained from a Gymnasium.
- **Centres for Lifelong Learning** operate in municipalities.
- **Greek language courses** for migrants and refugees are organised by Universities, NGOs, and Centres for Vocational Training. However, as noted by UNHCR, "the lack of Greek language classes, which most perceive to be required for integration, was a commonly referenced issue".
- **Online language courses** are delivered by Universities in Greece such as the University of Aegean.

Regarding access to tertiary level education by TCNs, those having graduated from secondary education in Greece have access to tertiary education under the same conditions as Greek nationals, though participation in relevant examinations.0

In case of having graduated from secondary school in another country,; there are no special provisions of law facilitating TCNs to enter Universities in Greece.

In Greece, there are available capacity building programs for TCNs in the digital and ICT era. Some worth mentioning examples are the following:

- Athens Migrant Integration Center of the City of Athens offers free computer classes for refugees and migrants with the support of UNHCR, the UN Refugee Agency. The training programme is available to adults (beginners or advanced) interested in basic computing skills (Windows, Word, Excel και Internet). These classes aim to build skills and create

professional opportunities for migrants and refugees. In addition to computer classes, as part of its efforts to promote social inclusion, KEM also offers individual professional counseling sessions, intercultural actions as well as Greek and English language courses. KEM also acts as a focal point for services to third country nationals, such as provision of information, psycho-social support, legal support and networking as well as collaboration with other organizations for referral purposes.

- The REBUILD project address immigrant integration through the provision of a toolbox of ICT-based solutions that will improve both the management procedures of the local authorities and the life quality of the migrants. The design approach is user-centered and participated: both target groups (immigrants/refugees and local public services providers) will be part of the user requirement analysis and participants in three 2-days Co-Creation workshops organized in the 3 main piloting countries: Italy, Spain and Greece, chosen also for their being the ""access gates"" to Europe for main immigration routes.

- The Intercultural Centre for the Promotion of the Integration of Refugees '- PYKSIDA' of the Greek Council for Refugees- addressed to refugees and asylum seekers who reside in the country as an awareness centre of the local community- organizes and implements various cultural and educational activities such as Greek language courses, English language courses, personal computer courses, supportive teaching for refugee-students in Greek schools and awareness programmes of the student communities etc.

1.5. TCNs training and educational needs related to the labour market

The education level of migrants has risen sharply over the past decades, notably due to rising educational attainment across the world (Barro and Lee, 2013) and also to selective immigration policies introduced or further strengthened in OECD countries (OECD, 2017). Attracting, selecting and retaining migrants with skills adapted to the host-country labour market have become a policy objective, not only for OECD countries, but also for emerging economies (OECD/EU, 2014). However, despite having higher levels of education than in the past, migrants still have lower educational attainment than natives and face difficulties in the host-country labour market. Attracting migrants with high educational attainment might not be sufficient to ensure that they are successful in the labour market, which is often determined by other factors, notably language proficiency, soft skills such as adaptability, or even the degree to which the knowledge and skills acquired prior to migrating can be transferred (Chiswick B. and Miller P., 2009).

The ICT for the Employability and Integration of Immigrants in the European Union report (European Commision, 2015) conclude to the following significant findings regarding migrant IT skills:

- IT skills are clearly linked with age groups: younger people have a higher IT skills composite
- The higher the educational level, the higher the level of IT skills is
- IT skills are a clear function of employment/ activity: the composite index is highest for individuals who are either employed, self-employed, or students and is lowest among the unemployed and the homemakers,
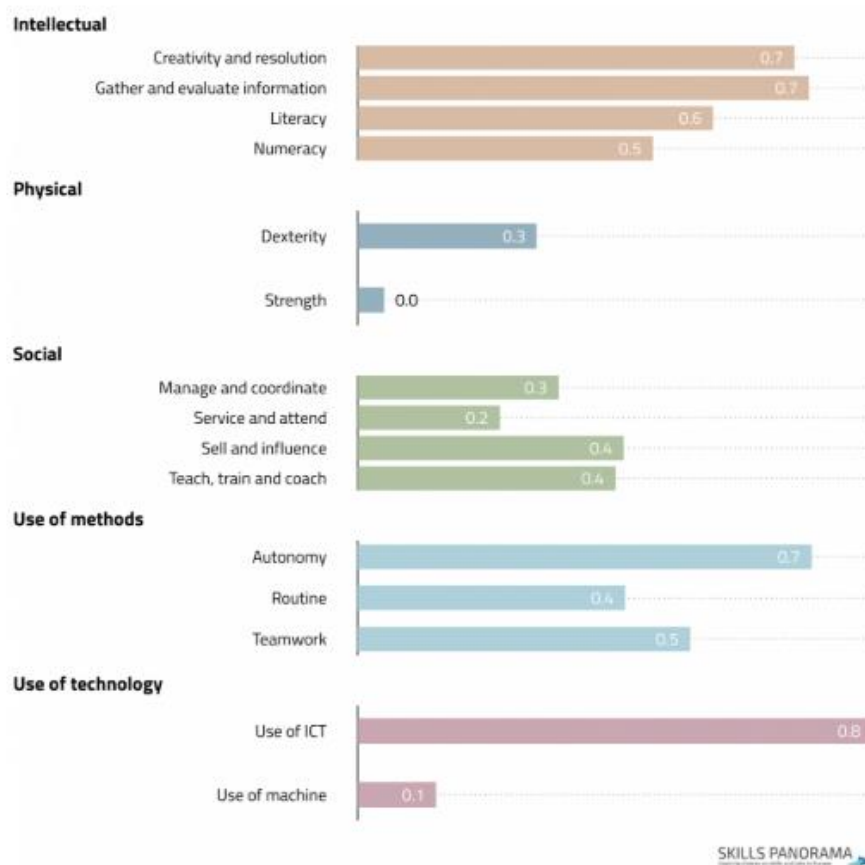
- Knowledge and service workers have higher IT skills: the IT skills composite index is higher, for instance, among professionals and technicians than it is among manual workers
- IT skills levels differ by nationality groups.

According to ILO (2018) migration can be a vehicle for responding timely and effectively to labour supply and demand needs. Migrants, at all skills levels, broaden the pool of available skills. Larger labour supply, in turn, may lead to better skills matching which translates into improved productivity. Indeed, in countries of destination – developed and developing alike – migrants have been shown to make important contributions to economic development and to a diverse workforce. Migrants tend to have higher labour force participation rates (ILO, 2018), make positive net-contributions to fiscal revenues (OECD/ ILO, 2018), and increase incomes and employment for nationals (Foged, Peri, 2016). Moreover, diaspora networks can stimulate trade and foreign direct investment by removing informational and cultural barriers (Javorcik et al. 2011). Finally, remittances support migrants' families in countries of origin to start businesses or invest in education and training (World Bank, 2016).

1.6. ICT industry labour market training needs

According to Eurofound's Job Monitor, using ICT, being autonomous, gathering and evaluating information are the most important tasks of ICT professionals.

The importance of tasks of ICT professionals are underlined by Cedefop (Skills Panorama) as follows:

Intellectual
- Creativity and resolution — 0.7
- Gather and evaluate information — 0.7
- Literacy — 0.6
- Numeracy — 0.5

Physical
- Dexterity — 0.3
- Strength — 0.0

Social
- Manage and coordinate — 0.3
- Service and attend — 0.2
- Sell and influence — 0.4
- Teach, train and coach — 0.4

Use of methods
- Autonomy — 0.7
- Routine — 0.4
- Teamwork — 0.5

Use of technology
- Use of ICT — 0.8
- Use of machine — 0.1

SKILLS PANORAMA

Cedefop, Skills Panorama ICT professionals: skills opportunities and challenges (2019 update)

According to the Foundation for Economic and Industrial Research (IOBE), digital skill augmentation has proven successful in improving productivity according to industry data. The WEF highlights digital skills as an important factor in the return of digital investment. Industry leaders adopting digital skill innovations double their productivity while industry followers experience a slight dip in productivity. When the labor force in an economy has advanced digital skills one would expected the economy to perform better in technological adoption. Workers familiar with the use of computers, software and networks can easily be trained on new equipment, which is typically operated through computers, or new services accessed through software and online platforms.

2. Brief summary of the key findings reached through the online survey

2.1. Methodology reached

An online survey will be carried out by each partner, enabling the national research teams to reach more adults TCNs living in the targeted countries with at least some basic IT skills and who are in search of a job in the recipient countries.

The online questionnaire aimed to explore TCNs living in Greece profiles, their prior background, their employment status, their capacity/ knowledge and especially their skillset mostly in the area of ICT, along with investigating their relevant perceptions and expectations. Within this purpose feedback was received from 30 TCNs living in Greece.

2.2. Key findings and main conclusions reached

Participants' educational level was mainly secondary education (30%), whereas the majority of them are not currently employed (56,7%). Employed participants predominant occupations are assistant and waitress, with their majority declaring to have been in current organization from 1 to 2 years. Additionally, 84,6% of employed participants are not involved in the ICT department. All participants declared that they do own a personal PC/ Laptop/ Smart phone and they use it in daily basis (96,7%). Despite of making use of it in a daily routine, 93,3% of participants have never attended any ICT related training.

It was commonly shared the view that IT knowledge plays an important role in their life and career, with specific examples or main reasons to be: Finding job, communicating purposes, completing job tasks, collecting information, doing exercises, improving knowledge, information purposes.

Participants' level of knowledge of ICT are mainly in the following key competence areas:

- Competence Area- Information and data literacy: The majority of participants seem to have very good knowledge of looking for information online using a search engine and of saving or storing files or content (e.g. text, pictures, music, videos, web pages) and retrieve them once saved. On the other hand there is limited knowledge of using advanced search strategies (e.g. search operators) to find reliable information on the internet, of comparing different sources to assess the reliability of the information found and of doing backups of information or files stored.
- Competence Area- Communication and collaboration: Very good knowledge is predominant is this area of competences.
- Competence Area- Digital content creation: Poor knowledge is predominant is this area of competences.
- Competence Area- Safety: Poor or limited knowledge is predominant is this area of competences.
- Competence Area- Problem solving: The majority of participants seem to have very good knowledge of how to solve some routine problems, though, they have limited knowledge on identifying needs and technological responses, creatively using digital technologies and identifying digital competence gaps.
- Competence Area- Social Media: Although the majority of participants feel very familiar with Social Media platforms (excellent knowledge), they have poorer knowledge in using Social Media platforms for advertising purposes.

Main challenges faced by TCNs when building their capacities/ knowledge on ICT skills are:

- Racism,
- Insecurity,

- Language barriers,
- No access to good schools to get the knowledge they need,
- Lack of finance to be able to pay for the good schools that are available,
- The difficulty to study in a foreign language (English are be more accessible),
- No opportunities for training either for upskilling,
- Lack of knowledge of proper use of technology

It's worth mentioning that the predominant answer was language barriers.

On another perspective, the main challenges faced by TCNs in order to access employment were mentioned was:

- Prejudice, racism and discrimination faced also by employers
- Language barriers
- Lack of negotiation potential
- Lack of good job search orientation,
- Lack of computer and ICT skills, RS management skills,
- Lack of skills and knowledge
- TCNs are not preferred/selected for advanced jobs
- The cultural approach
- The difficulty in having skills and qualifications acknowledged
- Lack of academic or technical knowledge and proper academic experience
- Lack of opportunities, lack of jobs

Considering the importance of topics for the provision of a training course aiming at developing ICT skills and competences, the top priority topics selected were the following:

- Social Media (extremely important by the majority of participants)
- Protecting devices, personal data and privacy (extremely important for a bit more than 50% of participants)
- Browsing, evaluating, managing data, information and digital content (very important by the majority of participants)
- Interacting, collaborating and engaging in citizenship through digital technologies (very important by the majority of participants)

At last, regarding their demographic profile 73,3% of participants were belonging to the 25-39 age group category, whereas 20% were between 18- 24. As far as their gender is concerned 66,7% were female and 33,3% male.

3. Brief summary of the key findings reached through the organized focus groups with professionals working with adult ICT educators

3.1. Methodology reached

One focus group with 16 professionals was organized in Greece, in order to capture the Greek perspective of educators/ professionals working with adult ICT educators and identify their actual training needs along with the ICT skills and competences that the local ICT labour market

demands. The focus group took place using identical questions to ensure that cross-country and cross-cultural comparisons are achievable. It was held in the Greek language to ensure participants comprehension. In particular, the focus group attended trainers, educators, job counsellors, employability specialists, professionals working with TCNs that mostly represent NGOs dealing with TCNs issues, along with job counseling centers. Its total duration was about 1 hour.

3.2. Key findings and main conclusions reached

▶ **Importance of the scope of our project**

All participants shared the view that projects aiming to further develop knowledge, skills and competences are definitely important, especially when they are addressed to people who don't have the opportunity of education/ training and the knowledge will be shared in a way that it could continue spreading even when the specific project is over. On another perspective it is really crucial to foster employability and access of TCNs to the labour market, combining joining activities of training and networking with labour market, as it is encountered in the ICT4TCN project. Within this ground, ICT4TCN added value lies on its high impact on the target group addressed (TCNs) as well as on its high transferability, as a result of its innovative approach.

▶ **Type of services provided by the represented organizations involved**

The majority of the represented organizations involved are providing inter alia the following services and activities: a) Job Counseling, b) Counseling, c) Psychosocial support, d) Training services, e) Social services, f) Providing information and guidance about bureaucratic procedures and public/ social services, g) Employability services, h) Social inclusion and labour integration services.

▶ **Main target groups/ beneficiaries addressed though the organizations involved**

The majority of the represented organizations involved are addressing to vulnerable groups, adults Greeks, immigrants, refugees and asylum seekers, with a significant proportion of the target group addressed to be TCNs adults.

▶ **Experience about the level of knowledge and skillset of TCNs in the ICT field**

In general terms, the level of ICT knowledge among TCNs varies. There are some people with a very good level. Although, the majority of TCNs are between basic and average level. Most of them know how to use internet services, but do not know other programs, like MS Office. Many of them also know how to use a smart phone, but do not know how to do the same things in a computer.

▶ **Main challenges faced by TCNs wishing to build their capacities/ knowledge on ICT skills**

Survival and livelihood are the priorities of most TCNs. This means that they need to be in a relatively stable situation for any training. Lack of (freely available) programs and/ or lack of information on how/ when/ where to get access on the training courses are definitely considered to be extra barriers. The training program content and approach also matters, since some existing programs do not have a proper structure. Additionally, lack of equipment to practice is a common problem. At last, a crucial issue is their difficulty to commit.

▶ **Main challenges faced by TCNs wishing to enter to the labour market**

The first barrier is language. Companies that could have English- speaking personnel usually want high- level qualifications. TCNs cannot prove their qualifications and even their academic background cannot be recognized easily. Low ICT level skills is also a difficulty, even if someone has other strong skills, interpersonal, management, etc. Additionally, there may not be a strong networking with this kind of companies. Sometimes also some cultural issues regarding professional attitude and mentality, along with diversity and discriminations issues may arise.

▶ **Proper training of the staff for providing training to TCNs of the involved organizations**

As a general note, even if in most cases the staff involved in trainings is ICT literate and have developed ICT skills, there is no such experience of planning and teaching ICT skills. With that said, the staff is most of the times not properly trained.

▶ **Interest in further building staff's capacities on providing training and education to TCNs**

There was high interest in building staff capacity on providing training and education to TCNs.

▶ **Main challenges faced by the staff of the organization for providing education to TCNs**

The main challenge faced by the staff working with TCNs is to commit people. To cover their needs. To provide the proper education and the level needed. To keep a good climate in the class. To enhance the importance of life- learning.

▶ **Intention of whether persons involved would be interested in becoming a Trainer of Trainers**

It is commonly considered to be a very good experience useful to both professionals and TCNs, since it can provide the opportunity of getting into action together. As a result there was high interest of persons involved in becoming a Trainer of Trainers.

4. Brief summary of the key findings reached through the organized focus with adults TCNs

4.1. Methodology reached

The focus group aimed to further investigate the background and prior knowledge of TCNs regarding their ICT skills, as well as to explore their level of ICT competences and to estimate their relative future training needs. One focus group with 15 TCNs was organized and was held in English which better fitted to their level of knowledge and understanding.

4.2. Key findings and main conclusions reached

15 TCNs in total were reached through focus groups, 11 men and 4 women. Most participants (13 participants) were belonging to the age group category between 20-30 years old, and the rest were 31 and 43 accordingly. Most of them are new comers in Greece, living in the country for the last 2 years, with main countries of origin to be Ghana, Syria, Afghanistan, Bangladesh, Albania.

▶ Educational level

Educational levels varied between participants. Lower to upper education levels were mentioned. Prior education in the ICT field was also referred from a couple of participants. The education was obtained mainly in their country of origin.

▶ **ICT related training received**

Around 1/5 of participants declared having attended ICT related training in their country. Though ICT content of training varied, and seemed to be different than usually provided in Greece. Many of them attend training in developing language skills.

▶ **Experience in working in the ICT labour market in the past, if you have a similar experience.**

TCNs with ICT background and relevant education seemed to have experience in working in the ICT labour market in the past. Some of them are providing mobile services here in Greece.

▶ **Interest in receiving training for developing ICT skills and competences, so as to be facilitated to enter to the ICT labour market**
  - High Interest
▶ **Main challenges faced by TCNs wishing to build their capacities/ knowledge on ICT skills**
  - Language barriers
  - Difficulty in having access in training well as in information, considering the language barriers
  - Lack of availability of specific tailor made training courses aiming to labour integration of TCNs
  - Poor resources
▶ **Main challenges faced by TCNs wishing to enter to the labour market**
  - Communication barriers
  - Lack of information for employability policies, ethics, and labour market as well as employers demands
  - Competition with local labor force
  - Language barriers
  - Lack of negotiation potential
  - Lack of good job search orientation
  - Difficulty in having skills and qualifications acknowledged/ not recognizable education and knowledge
  - Lack of opportunities, lack of jobs

5. Brief summary of the key findings reached through the targeted consultation with selected key stakeholders

5.1. Methodology reached

The stakeholder consultation process aimed to collect information and insights from a wide range of stakeholders, including organisations and institutions providing services to TCNs, training institutions and VET providers providing training in the ICT field as well, ICT companies. 10 stakeholders were reached in total and participated in the consultation procedure through telephone and skype calls.

5.2. Key findings and main conclusions reached

▶ **Experience about the level of knowledge and skillset of TCNs in the ICT field**

In general terms, the level of ICT knowledge among TCNs varies. As a general note, the most crucial factor that influence ICT literacy is the age. In particular, young TCNs seem to be ICT literate and familiar with new technologies, having at least basic ICT knowledge, whereas older people have in average very poor ICT skills. Young people average digital skills level is intermediate.

▶ **Main challenges faced by TCNs wishing to build their capacities/ knowledge on ICT skills**

- Language barriers
- Time constraints (a barrier especially faced by parents)
- Difficulty in having access in training well as in information, considering the language barriers and the fact that information is mainly provided in Greek language
- Lack of availability of specific tailor made training courses aiming to labour integration of TCNs
- The majority of the bibliography on ICT is in English. Moreover it is important to have the capability to own a pc as it is the most important tool to learn and practice digital skills
- Age
- Poor experience and educational background, not easily access to educational training programs
- Poor resources

▶ **Main challenges faced by TCNs wishing to enter to the labour market**

- Communication barriers
- They must improve the use of ICTs for learning and education purposes as well as for social participation and employment seeking purposes
- Cultural issues and lack of information for employability policies
- The fact that they would be underpaid and that they would have to work overtime
- Competition with local labor force

▶ **Proper training of the staff for providing training to TCNs of the involved organizations**

As a general note, even if in most cases the staff involved in trainings is ICT literate and have developed ICT skills, there is no such experience of planning and teaching ICT skills. With that said, the staff is most of the times not properly trained.

▶ **Interest in further building staff's capacities on providing training and education to TCNs**

There was high interest in building staff capacity on providing training and education to TCNs, though time limitations and lack of staff availability are significant barriers.

▶ **Main challenges faced by the staff of the organization for providing education to TCNs**

Language barriers and sometimes the lack of the basics of software development. Lack of time and resources.

▶ **Intention of whether persons involved would be interested in becoming a Trainer of Trainers**

There was high interest of persons involved in the consultation proccess to become a Trainer of Trainers.

6. Brief summary of the conclusions reached through the selected good practices

Good Practice 1	
Title of the practice	Innovative Response for Facilitating Young Refugees Social Support "I_ReF_SoS"
URL of the practice	https://irefsos.oaed.gr/
Location /geographical coverage	National (Greece) plus Turkey and Germany
Brief description of the practice	The project aims to support young (16-24yo) refugees' integration in their final destination countries, by efficiently and effectively use of the time they spend in the host/receiving countries
Institution/ Organisation/ Service provider/ Implementing agency	Implemented by the Manpower Employment Organization (OAED in Greek) as coordinator, in the framework of the ERASMUS + Youth Programme Partners involved: Educational Policy Development Center (KANEP) of the General Confederation of Greek Workers (INE-GSEE in Greek), the Turkish Ministry of Education, a country of entry point for refugees, and the DEKRA Akademie Training Organization of Germany
Target Group(s)/ Beneficiaries	Young Refugees- Age group: 16-24 Subpopulation A: Young people over 16 years old awaiting resettlement or family reunification. Subpopulation B: Adult asylum seekers with legal residence during the application review Subpopulation C: Adults – international protection beneficiaries, which have confirmed difficulty accessing formal education structures.
Main Services provided	Production of national background reports Production of quality needs-driven training material for trainers and trainees; Implementation of Pilot Training -40 prs Implementation of Needs analysis & Counseling Implementation of Guidance Production of E-portfolio
Are the provided services gender and cultural diversity sensitive?	Yes
Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached	Increased knowledge & skills acquisition for young refugees Increased transnational added value in vocational training for youth
Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?	This project entails a new approach to the vocational training of newcomers, enriched with innovative educational counselling, mentoring, language and intercultural training and career guidance for trainers and trainees, which will be designed and implemented at a pilot level for asylum seekers
Is the practice tailor-made based on the cultural and socio-	The tailored made aspect of the project counts on the simultaneous assessment of needs – expectations – opportunities both of refugee

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	populations and the first host and final installation societies. The main goal is the coupling and the active combination of each other, encouraging in this way a more functional integration, as a sum of dynamics among refugee populations and host communities.
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 successfully replicated (in a similar context)?	The central aim is to incorporate the project's new methods and approaches not only in the strategies and practices of the organizations involved but also in the countries' policies to address the problem of new refugees of this age group.
What are the elements of this practice which could be used in the capacity building programme (O2)?	The innovative features of the project, including: Individualized approaches/ methods, designed to address specific problems/ needs, and/or to overcome specific obstacles of the target group Specific/IT tools, enabling participants to benefit at most and practitioners to implement the new approach or method – these include training materials, procedural manuals/ guides, curricula/modules
What are the possibilities of extending the good practice more widely?	The central aim is to incorporate the project's new methods and approaches not only in the strategies and practices of the organizations involved but also in the countries' policies to address the problem of new refugees of this age group.

Good Practice 2	
Title of the practice	Facilitating Access to the labour market for Vulnerable Populations in Athens
URL of the practice	https://g2red.org/facilitating-access-work-vulnerable-populations-athens/
Location /geographical coverage	Local- Regional (City of Athens)
Brief description of the practice	The program aims to support refugees and asylum seekers in improving their living conditions by finding a fulfilling job position through the career counseling service of Generation 2.0 RED, with the support of the International Rescue Committee. The program includes the reinforcement of the individual Career Counselling sessions, group job search with the use of computers, specially designed soft skills development workshops, along with the organisation of Cultural Mediation and Web Development vocational trainings
Institution/ Organisation/ Service provider/ Implementing agency	Generation 2.0 for Rights, Equality & Diversity, in cooperation with the International Rescue Committee
Target Group(s)/ Beneficiaries	refugees and asylum seekers
Main Services provided	support of an individualized Job Advisory Service, along with the organization of a series of employability workshops and the development of personal and technical skills sensitise and mobilise employers in Greece to offer job opportunities to diverse groups

Are the provided services gender and cultural diversity sensitive?	promotes the importance of diversity in the workplace and supports equal participation in Greek society places effort to create a labor market open to everyone, regardless of their origin, religion or color
Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached	Not relevant information was found
Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?	Yes
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	Yes
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 successfully replicated (in a similar context)?	The issued Employability Guide and Tutorial Videos are transferable and easily adopted and used by any interested part. Training and workshop content, as well as the content of job counselling services can be used in national level as well, on the condition of existing such capacity in economic and institutional terms.
What are the elements of this practice which could be used in the capacity building programme (O2)?	Web Developing Training Program and tools providing a newcomer needs for an easier access to the Greek labor market could be used as good practices
What are the possibilities of extending the good practice more widely?	Social and labour market parameters of the country where the practice take place should be taken into account

7. National level conclusions and recommendations that should be linked with the capacity building programme (O2)

Considering the differentiation of TCNs in their level of ICT competences, their prior Knowledge, background and fluency in digital skills, as a result of the age group they belong to, their profile, studies etc., a major issue that should be taken into consideration is to reassure different levels and content of education according to each particular target group category.

In the case of delivering a VET program for ensuring basic ICT level of knowledge of end learners, it is very crucial to integrate units aiming to strengthen the following competence areas: 'Browsing, searching and filtering data, information and digital content', 'Interacting

through digital technologies', 'Engaging in citizenship through digital technologies', 'Protecting personal data and privacy'.

For TCNs having already developed advanced ICT skills, it would be rather orient training content in enhancing skills in the following competence areas: 'Managing data, information and digital content', 'Digital content creation', 'Problem solving'.

General tips are to keep simple forms, simple and clear language so as to ensure a good level of understanding.

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