



Replication Plan

NEW TALENTS 4 EU project

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This document has been produced by Diesis Network based on the contribution (NT4EU training model and the results of the training experiences) provided by the New Talents 4 EU partners: Simplon (France), CodeYourFuture (UK), CO&SO (Italy) and Next Step (Hungary).

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EXECUTIVE SUMMARY: WHAT CAN YOU FIND IN OUR REPLICATION PLAN?

The NT4EU project

NewTalents4EU project aimed at empowering all refugees and migrants to program their future, allowing a long-lasting integration. Market-focused training schemes in ICT basics skills, and/or coding and programming skills were implemented by our partners across four EU countries, offering a skilled workforce in a demanding sector.



The NT4EU training model

The partners built a training model to develop IT skills of migrants and refugees. It is based on basic principles, so that each partner has the flexibility to adapt it and choose how to develop further the main themes of the training.



The partners



SIMPLON

CODE
YOUR
FUTURE

CO&SO
VICINO ALLE PERSONE



diesis
network

The results

- A successful training model
- ICT training for refugees and migrants implemented in four European countries: France, UK, Italy and Hungary
- Increased ICT skills and soft skills of the participants



How to replicate the training?

- Focus on your target group: refugees and migrants
- Find replicating actors and supporting ecosystem
- Identify economy fields with high employability
- Financial aspect
- The key role of the social economy



Recommendations

- Know your context and the assets of your organisation
- Combine hard and soft skills
- Be flexible
- Be innovative
- Create a community



INTRODUCTION

Given the success of the New Talents 4 EU (NT4EU) project and its results given by the ICT trainings for migrants and refugees in four European countries, this document aims at developing a **strategic plan on how to replicate the project's model in other sectors of the economy**.

This document will bring the reader through the explanation of the NT4EU model, the development, the implementation, the results of the four national pilot trainings, and on how and in which fields we propose to replicate this model. The document ends with a series of recommendations to who wishes to replicate the NT4EU training model.

1. Why to replicate the model?

The NT4EU model aims at providing migrants and refugees with ICT skills in order to better integrate the European labour market.

The NT4EU training model developed by the project partners has shown great results. This model was adapted to the national context and needs of the participants. It allowed having positive outcomes despite the differences between the partners, the countries of implementation, the needs of the students, and the COVID-19 pandemic that raised in the middle of the training implementation.

We are confident that the new ICT skills provided to refugees and migrants alongside other language tools and soft skills, will allow them to adapt to and integrate better the European labour market.

This is why we believe in the potential of the NT4EU training model and of the benefits of its replicability in other sectors and fields of the economy.

2. Description of the project

The NT4EU was a project financed by the Asylum, Migration and Integration Fund of the European Union, and lasted from the beginning of 2019 to the end of 2020.






The New Talents 4 EU project aimed at empowering all refugees and migrants to program their future, making integration work durably. Market-focused training schemes in ICT basics skills, and/or coding and programming skills and enterprises networking, were implemented by the partners across four EU countries, offering a skilled workforce in a demanding sector.

The New Talents 4 EU project showed that on the one hand, Europe is lacking talents and on the other, it is wasting the skills, talents and competencies of migrants and refugees.

The objective of the New Talents 4 EU project was to design and pilot an innovative path for labour integration of refugees and migrants, based on a specific ICT skill development.












This is was addressed by:

-  Collecting previous country-based experiences implemented by involved partners and similar actions with similar objectives in order to analyse strengths, weaknesses, challenges, and accomplishments;
-  Building a standard IT training scheme for refugees and tailoring/validating it in accordance with country-based needs and constraints;
-  Piloting the validated schemes in 4 European countries – UK, Italy, France and Hungary -, implementing different measures to ensure skills matching and foster interested parties and employers' involvement;
-  Evaluating the different pilots by investigating with refugees and engaged interested parties to capture qualitative and quantitative indicators;
-  Capitalising results to set-up a shared model for future replication.















3. The partners

	SIMPLON _{CO}
	France
	https://simplon.co/
	Facebook: https://fr-fr.facebook.com/Simplon.co/ Twitter: https://twitter.com/simplonco
	<p>Simplon.co is a social enterprise that offers free vocational training for programming and technical jobs in the digital sector – and, more specifically, web developer jobs – aimed at people distanced from the labour market and under-represented in the digital industry (NEETs (Not in Education, Employment, or Training), unemployed workers, people with little or no formal qualifications, refugees, senior workers, women, etc.).</p> <p>Simplon.co started in the Parisian suburbs in 2013, the programme is currently being deployed on a national level with 69 centres around France and abroad. Today it is also expanding its global reach in Africa, French West Indies, Eastern Europe and the Middle East. In 2016, Simplon.co launched the Refugeeks programme in France, integrating refugees into mixed classes (French nationals and refugees). 70 refugees have been trained.</p> <p>In 5 years, Simplon.co has trained 4000+ people with a success rate (employment, entrepreneurship, return to school) of 80% and now trains 1000 people per year throughout its international network of 69 social coding bootcamps.</p> <p>Recognized by the French Government as an exemplary initiative (French Tech, “La France s’engage” and “Grande École du Numérique labels), Simplon has won renown innovation awards such as the Samsung “Launching People” or the LinkedIn “US innovation Grant” and is part of Ashoka Fellow and EPIC Portfolio.</p>

	
	UK and Italy
	https://codeyourfuture.io/
	<p>Facebook: https://www.facebook.com/codeyourfuture.io/</p> <p>Twitter: https://twitter.com/CodeYourFuture</p> <p>Instagram: https://www.instagram.com/codeyourfuture_/</p> <p>LinkedIn: https://www.linkedin.com/company/codeyourfuture</p>
	<p>Code Your Future is a coding school for disadvantaged and underrepresented groups. Through an 8-month program, we teach our students the skills they need to become an entry-level developer. We combine in-class training led by experienced developers, alongside remote-learning assignments to provide the most comprehensive program possible. Soft-skills training and industry insights are woven into the program. Upon graduation refugees are supported in their job search, giving them the greatest possible chance of entering and succeeding in the tech field.</p> <p>CYF is made possible by the efforts of dedicated volunteers who provide training, job support and organisational assistance, and corporate and public donors who provide the space and equipment students need to learn. This approach allows us to engage the entire community – from students and volunteers, to other NGOs and corporate partners. It also allows us to keep costs to a minimum while delivering expert-led holistic training.</p>

	
	Italy
	www.coeso.org
	<p>Facebook : https://www.facebook.com/coesofirenze/</p> <p>Instagram : https://www.instagram.com/consorziocoeso/</p> <p>Youtube : https://www.youtube.com/channel/UCpP6KUHTt0QH0vDJJf0fvw?view_as=subscriber</p> <p>LinkedIn: https://www.linkedin.com/company/69018606/admin/</p>
	<p>Co&So is a consortium active at regional and national level, located in Florence. The consortium includes 40 cooperatives working in the social, educational and migration field. Co&So has 35 employees who provide services to the associated.</p> <p>The main services are: administration, monitoring the calls and as a consequence to submit calls most on public procurement, offering European opportunities in order to promote innovation in the cooperatives in terms of improving employees' competences and services, quality certification, communication. All together the staff working in the associated cooperatives is over 4000 professionals. Co&so provides innovation to the associated thanks to the European Program.</p>

	
	Hungary
	https://nextstep.eu.org
	<p>Facebook: facebook.com/next.step.hungary</p> <p>Instagram: instagram.com/next_step_hungary</p>
	<p>Next Step is a grassroots migrant-led NGO in Hungary with a mission to engage with and support foreigners and locals, all of them legal residents of Hungary, through a solution-oriented approach of promoting employability and community integration. Maintaining close ties with its participants and the beneficiaries of its programmes, the organisation trains and equips people with the necessary skills so that they can become positive contributors in the society.</p> <p>The activities of Next Step are shaped by the requests of its students, and they respond to the demands of the labour market to the greatest extent possible. The most popular programmes of the association include IT and foreign language workshops for adults and kids, vocational trainings, community building cultural and handcraft sessions.</p>

	
	EU level/ Belgium
	https://www.diesis.coop/
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	<p>Diesis Network is one of the widest EU networks specialised in supporting social economy, social enterprise development and social innovation in Europe through the implementation of knowledge-based activities, such as training, project design, consultancy and advisory services, technical assistance and research.</p> <p>Diesis Network operates as part of the social economy, associating general interest, economic performance and democratic governance. As a social economy enterprise our main purpose is to serve our members rather than maximise profits. One of our focus is “Equality and rights” which goal is to promote gender-based equality and human rights.</p> <p>Diesis Network’s projects are mostly transnational, addressing sustainable development goals and maximising social impact as much as possible. We cover more than 14 EU countries through major national federations and national support networks.</p>
<p>NB. Diesis Network wasn’t an implementing partner, meaning that it did not implement the trainings at the national level. Diesis Network was responsible for the overall communication and dissemination activities, of the EU level events and of the replicability of the NT4EU training model.</p>	

THE MODEL

The NT4EU training model was co-designed by the implementing partners, Simplon, CodeYourFuture, Next Step and CO&SO. The NT4EU partners came together with a common goal: giving IT skills - basic IT skills or professional web development skills - to refugees and migrants to enhance their labour market integration prospects.

Below you can find the key elements of the NT4EU training model.

1. The Objective

Starting from their different experiences, the partners built a training model to develop IT skills for migrants and refugees. The model is based on some basic principles, and then each partner is free to choose how to develop the main themes of the training.

This model includes also the design and set up of specific support in parallel of the IT training: language basic skills, social, basic training and/or mentoring, necessary financial/practical support to attend to courses.

2. Strength in diversity

In a first stage, the objective of the partners was to collect country-based experiences and actions with similar objectives implemented previously. From this capitalisation, their goal was to design a common IT training model, able to raise the employment integration rate quickly and effectively and to ensure long-term employability of refugees.

The strength of this model resides in its diversity. The different training partners have very different backgrounds and ways of working. Therefore, in searching for a common training model, what constitutes the partners' diversity could also be considered a hindrance, particularly when country-specific, external factors have to be taken into account. These differences meant that the partners had great diversity but were somewhat incompatible in terms of training models. Furthermore, searching for one unique way of training would limit the potential and won't allow broad results. Rather than aiming for a specific unique model, the partners decided to find common ground between their activities and ways of workings. Indeed, through searching for common practices and objectives, the partners realised they had a lot in common. And it is what they had in common that was the most important thing in their training.

The partners therefore agreed firstly upon a few basic principles, and secondly on 9 "themes" which they considered particularly important in the NT4EU training model.




Based around these themes, the partners were able to create their training programmes, suited to their students' needs and constraints, to the objectives of the training and to the country-specific context in which the project takes place.






3. Basic principles

The partners decided first to agree upon some basic principles and criteria that are necessary in the NT4EU model. Beyond pedagogy, training objectives etc. these principles are fundamental and need to be at the basis of the training.

The basics of IT training model are:

-  The main objective of training is professional integration in the European labour market.
-  The trainings are free for all students. They don't have to pay to follow a training session.
-  Training will be composed of IT training and language training. Both of them are essential to accompany refugees towards professional integration.

Criteria for participants:

-  Administrative situation: have the relevant documents to work in the country of residence.
-  No previous IT experience is required.
-  The most important criteria for integrating the training is motivation: be ready for a strong commitment to the course.

4. Training themes

The nine themes of the nT4Eu training model are:

1. Pedagogy
2. The application process
3. Language trainings
4. Working with companies
5. Soft skills
6. Working with volunteers
7. Communication
8. Employability
9. Evaluation

These themes make up the body of the content of the training model. The themes make up the most important aspects of training, which can then be built upon and adapted to a specific training context. They constitute common ground but are adaptable to the organisation that implements the trainings.

5. The flexibility of the themes: pedagogy, application process, language courses, the interaction with the private sector and working with volunteers

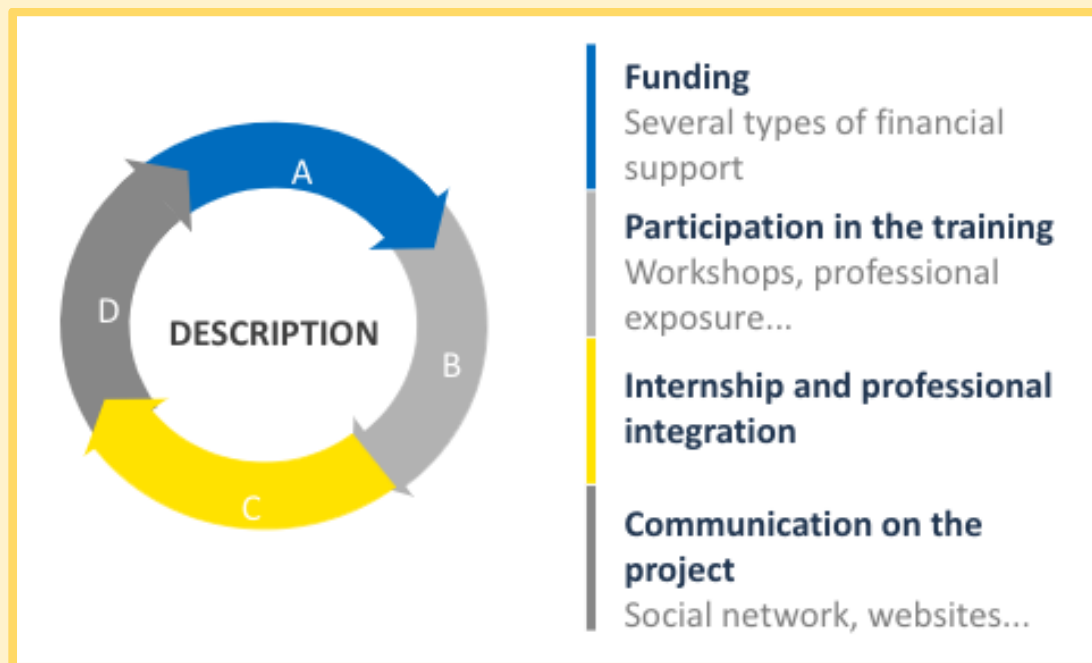
Pedagogy, application process, language courses, the interaction with the public sector and working with the volunteers, in particular, are themes which implementation may change to meet the needs and characteristics of the organisations and the participants. You can find out what the partners of the NT4EU project did in the description of their training experiences in the next section below.

Why working with companies could be an asset?

The purpose of the training is to acquire new skills and so to find a stable job. Companies bring their expertise and give a professional aspect to the training.

- By allowing the company to be part of the training, the partner:
- Creates a professional environment within the course, allowing us to be clear about its objectives.
- Develops a link between the company and the students from the recruitment for the training to the integration in the company.

May organise workshops, company visits, internships, graduation... all these events allow the students and the company to know each other better.








6. Soft skills

The NT4EU model encourages to implement also soft skills courses. Soft skills are interpersonal skills which are used to describe your approach to life, work, and relationships with other people. Unlike hard skills, these are not professional job-specific skills like accountancy, graphics designing, etc. Soft skills are your unique selling point which gives you a competitive edge over others in the workplace and life.

Soft skills are particularly important in the context of a course aiming at professional integration, as in the context of a job they cannot be decorrelated from the technical aspects of a job. The soft skills that are chose to be addressed in the training model may vary according to the needs of the participants and of the labour market.

7. Communication: an asset for success

Communicating properly about the training, its objectives, its target group, etc. is essential for the success of the training. Indeed, it allows:

-  To get visibility for your training and your organisations
-  To attract new stakeholders (companies, public institutions, new partners)
-  To attract new students and keep up the motivation of the ones who are participating in your training
-  To raise awareness about the topic
-  To recruit volunteers







8. Evaluation

Continuous assessment is very important. Trainees should be assessed throughout the training program on their ability to perform certain skills by working on projects. All of these achievements constitute their first “portfolio” and demonstrate their ability to be efficient in a working environment. The trainers should regularly record skills which have been mastered by trainees. If applicable, they will support the trainees by recommending resources, and direct them to other projects that are likely to help them further develop these skills.







Whenever possible, it is an asset to officially certify the skills the trainees have acquired. This is not always necessary for employment purposes, as in the tech sector companies do not systematically ask for certification. Certificates are however important, especially for refugees and migrants. The qualifications and diplomas of many refugees and migrants who have come to Europe are not officially recognised by the state. Therefore, the acknowledgement of skills that official certifications give is important for refugees who follow our courses.



MAIN RESULTS ACHIEVED

1. Training in France by Simplon














	No. of trainings	7 trainings
	No. of hours	 4 trainings of 6 weeks: 210 hours  3 training of 8 weeks: 290 hours 1 710 hours of training in total
	No. of participants	105 participants, 86 certified trainees
	Cities of the training	Paris, Roubaix, Toulouse and Montpellier


2. Training in UK and Italy by Code Your Future

	No. of trainings	2 trainings: in UK and Italy
	No. of hours	 UK: <ul style="list-style-type: none"> ○ 1 course of 11 modules (8 months, 25-30 hours per week) ○ 196 hours of taught content ○ 520 hours of coursework  Italy <ul style="list-style-type: none"> ○ 1 course of 10 modules (8 months, 25-30 hours per week) ○ 172 hours of taught content ○ 460 hours of coursework 362 hours of taught content 980 hours of course work 1 348 hours of training in total
	No. of participants	 Manchester: 27 of which 18 were refugees or asylum seekers at the start of the course.








		<p>13 Graduated of which 9 are refugees 3 Students will graduate in December 2020, all 3 are refugees. So, a total of 12 refugees will have graduated by the end of 2020.</p> <p> Italy: 26 students (19 of which refugees) 12 graduated (8 of them refugees)</p> <p>53 participants in total 25 graduated of which 20 were refugees/asylum seekers</p>
	Cities of the training	Manchester (UK) and Rome (Italy)

3. Trainings in Hungary by Next Step

	No. of trainings	<ul style="list-style-type: none">  Basic computer literacy and Microsoft Office  Web Development course for beginners  Excel Intermediate course  Hungarian language courses  English language courses <p>3 IT trainings + 2 foreign language trainings in total</p>
	No. of hours	<ul style="list-style-type: none">  Basic computer literacy and Microsoft office 184 lessons (each lesson lasting 45 minutes): 138 hours  Web Development course for beginners, 120 lessons (each lesson lasting 45 minutes): 90 hours  Excel Intermediate course, 40 lessons/class (each lesson lasting 45 minutes): 30 hours  Hungarian language courses in 4 classes, 60 lessons/class (each lesson lasting 45 minutes): 180 hours  English language courses in 2 classes, 60 lessons/class (each lesson lasting 45 minutes): 90 hours <p>528 hours of training in total</p>
	No. of participants	54

	Cities of the training	Budapest
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4. Training in Italy by CO&SO

	No. of trainings	3 trainings
	No. of hours	Every training had 80 hours 240 hours of training in total
	No. of participants	 Training in Lucca : 12 Participants  First training in Florence: 16 Participants  Second training in Florence: 10 participants 38 participants
	Cities of the training	Florence and Lucca

THE TRAINING EXPERIENCES













The pilot trainings were implemented in four countries (France, Italy, the UK and Hungary).






As it was explained above, the NT4EU training model is flexible and can be adapted to the country where it will be implemented, according to the needs of the target group and the capabilities of the implementing structure.

This is why in each country the training looks different. The base is always an ICT training (with different courses and levels) with parallel courses (language or soft skills). The duration and modality, and learning methods change from country to country. This is the strength of the model.

1. The Simplon's training model

Information about the model

	Structure of the course	<p>3 types of classes during the training :</p> <ul style="list-style-type: none"> Only digital classes Digital and French classes \Rightarrow both digital and French trainers were present, the class was usually leaded by the digital trainers (but prepared by both trainers) with interruption for French focuses Only French classes																		
	Total number of hours, number of participants and of trainers	<ul style="list-style-type: none"> 210 hours for 6 weeks // 280 hours for 8 weeks <p>For the 2 first trainings the model was:</p> <ul style="list-style-type: none"> 127 hours of digital, also including the time of external intervention 80 hours of French including half a day or digital & French time per week <p>For the 3 last trainings, Simplon decided to change the model and to add time where trainers are together. Those moments seemed very useful for both participants and trainers, therefore we encouraged the following model:</p> <ul style="list-style-type: none"> 126 hours or only digital 42 hours of only French 42 hours of French and digital <p> The ideal agenda for one week:</p> <table><tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr><tr><th>Morning</th><td>DIGITAL</td><td>DIGITAL</td><td>DIGITAL + FRENCH</td><td>DIGITAL</td><td>DIGITAL</td></tr><tr><th>Afternoon</th><td>FRENCH</td><td>DIGITAL</td><td>DIGITAL + FRENCH</td><td>DIGITAL</td><td>FRENCH</td></tr></table>		Monday	Tuesday	Wednesday	Thursday	Friday	Morning	DIGITAL	DIGITAL	DIGITAL + FRENCH	DIGITAL	DIGITAL	Afternoon	FRENCH	DIGITAL	DIGITAL + FRENCH	DIGITAL	FRENCH
	Monday	Tuesday	Wednesday	Thursday	Friday															
Morning	DIGITAL	DIGITAL	DIGITAL + FRENCH	DIGITAL	DIGITAL															
Afternoon	FRENCH	DIGITAL	DIGITAL + FRENCH	DIGITAL	FRENCH															

		<p><i>NB. This is the theoretical model, although some adaptation to the timetable of the trainers were made. But the conclusion remains that the more time both trainers are in the classroom, the more efficient the training is.</i></p> <p> Structure of the team:</p> <p>Composition of the team The team was composed by:</p> <ul style="list-style-type: none">  a project manager, who is responsible for the organisation of the training  a job placement officer in some cases  a digital trainer and a French trainer. <p>Simplon experienced 3 trainers (2 digital trainers and one French trainer), but the coordination between the 3 of them appeared to be very complicated therefore Simplon does not recommend it.</p> <p>Coordination The multidisciplinary team met every week to discuss difficulties and share program' progress. Apart from that, very close cooperation between the trainers is necessary for them to share everyday activities of the day and to make an update on the programme and the objectives of the week.</p>
	Parallel courses	<p>Simplon implemented French language courses. Language courses are essential for the successful completion of the trainings, however, Simplon chose not to give classes of French as a foreign language (meaning, general French lessons).</p> <p>The participants experienced French for specific purposes: learning French according to particular objectives. In this case, to be able to follow the trainings and obtain the certification (digital vocabulary needed, way to ask a question etc.). French training was therefore aimed specifically at the technical competencies.</p>




Use of particular learning methods





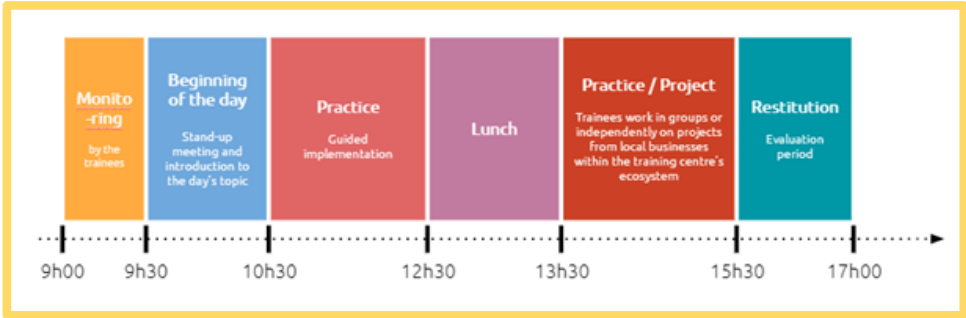

Interdisciplinary skills

The objective was the development of an organisational stance: welcoming audiences, designing and leading workshops. These activities were developed all through the training in a transversal way.

Below you can find a few examples:



Activity type	Objective	Modality	Comment
Public speaking activity	Improve posture when delivering a public speech, in order to be well prepared to the certification	1 day: theatral exercises and oral certification practice	Very relevant at the second part of the training: it allowed to add to the preparation of the certification a work on improving self confidence
Presentation of the WERO platform and of the KODIKO platform	Offer to the participants a time to work and discover a specific digital platform, with the aim of facilitating their professional insertion after the training.	Half a day: presentation and discussion	Very relevant at the end of the trainings, all the trainee registered on the platform presented .
Team building day	Create group cohesion from the beginning of the training.	Participative cooking and meal	Relevant to remove barriers that are there at the beginning of the training and gather people from different cultures.
Creative / cultural activity	Allow the trainees to discover free cultural places and create exchanges with external people.	Participation of the trainees to an exposition on the subject "Where do I see myself in the future?" It made them think about their future, create goals and	Relevant because it creates "brakes" of digital during the training plus it happened to be very useful for them on a

				express themselves in public.	personal level of working on their ability of making projection, on their professional future as well.
		Talk and promote our own achievements	Work on eloquence and digital tools to promote one network and its visibility	4 days, creating a video about them	Very relevant and had a real impact on their ability to talk in public and talk about themselves in a professional way.
	Training content	<p>Module 1. Building the digital technical environment</p> <ul style="list-style-type: none"> Install and configure software & tools Access basic functions <p>Module 2. Find information on the web</p> <ul style="list-style-type: none"> Research & monitoring on the web Organising monitoring activities <p>Module 3. Managing and using data</p> <ul style="list-style-type: none"> Organise data storage Evaluate data using a spreadsheet programme <p>Module 4. Communicate and collaborate in a network</p> <ul style="list-style-type: none"> Social media, digital reputation, & analytical techniques Control your influence Use your network <p>Module 5. Create text, multimedia, and web content</p> <ul style="list-style-type: none"> Create online content Managing the creation of a digital project <p>Module 6. Protect and secure</p> <ul style="list-style-type: none"> Securing your computer Smart use of digital technologies 			


		<p> Module 7. Keeping your digital technical environment operational</p> <p><i>NB. The 7 modules are proposed, but on the 7 modules, 3 have to be really emphasized: the 1, 2 and 4 (module 1. Building the digital technical environment / module 2. Find information on the web / module 4. Communicate and collaborate in a network). In 6 weeks, depending on the level of the participants it is always possible to do the 7.</i></p>
	<p>Training activities, tools and modality and why you chose them specifically</p>	<p> Active pedagogy at Simplon:</p> <ul style="list-style-type: none"> ○ Active pedagogy is a mean of teaching that aims to involve students in the learning process directly. Simplon aims to engage students as much as possible in their training and to encourage them to take active responsibility for their learning. They learn by doing (simulations, projects, challenges, and group work) and learn how to learn: the objective of this training is to provide trainees with the attitudes of digital advisors, so that they can then progress (during their training period, as well as afterwards in their work) in complete autonomy. ○ A Simplon training allows trainers to adapt the active pedagogy to each individual trainee. Not all trainees will be looking to improve the same skills at the same pace. An active pedagogy allows for the trainer to encourage trainees to pursue improving the skills that are the most relevant for them. ○ Trainers can provide trainees with real or simulated project briefs so that they gain relevant and applicable experience. These projects can be from businesses from any sector and they usually adapt the project to the trainee's professional project. <p> Structure of a day</p> <p>Here is an example of a typical day of training. This format leaves a lot of room on a daily basis for the practical application of topics through workshops, as well as the mobilisation of interdisciplinary project management and communication skills.</p> <div data-bbox="488 1321 1458 1637">  </div> <p> Evaluation modalities</p> <p>Trainee prepare for A certification (#3661) registered in the inventory of the National Commission of Professional Certification (France). To pass the certification, they have to present:</p> <ul style="list-style-type: none"> ○ One or more group projects (websites or documents) ○ The final project called the “masterpiece”





		<ul style="list-style-type: none"> Regular evaluations throughout the training on projects via the Simplonline platform to monitor the increase in trainees' skills. <p>At the end of the training, they experience a defense before a jury of professionals.</p>
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Challenges and successes

	Main challenges	<ul style="list-style-type: none"> Sometimes challenges were related to the personal conditions of the participants (bad housings conditions impact the attention quality, administrative meeting sometimes happened to be during an important time of the trainings, etc.). The coordination between trainers remains a challenge in some trainings and must be improved (Simplon, decided to have 2 trainers as a maximum and no longer 3 trainers because that was too complicated to coordinate for a 6 or 8 weeks trainings). Most participants require more time: Simplon saw on their questionnaires at the end of the trainings, that it was hard to find participants that can be free for various weeks without being paid, and at the same time to have enough time to actually see a progression on their digital use and have an impact and their professional outcome. Despite the successful courses, there are still some challenges in implementing active pedagogy for the French courses.
	Main successes	<p>Simplon is persuaded that the model is a success (whereas it is 6 or 8 weeks), the main successful elements being:</p> <ul style="list-style-type: none"> A high rate of certification and a big progression for every participant, despite the difficulties that trainers had to face. A double learning experience that is the key to the success of the trainings. Articulation between the French course and the digital course was improved after the two first trainings. Active pedagogy has shown its interest regarding digital and practice is the key to the learning experience.















Impact of COVID



	How was the transition to the online modality?	<p>Depending on the circumstances of the training, Simplon decided whether or not to go online with courses.</p> <ul style="list-style-type: none"> For full-time web development courses, all on-going courses were put online. For courses which were due to start during the lockdown period, those courses were postponed (this meant entering a new lockdown in November 2020, Simplon has been able to open some courses in person, before moving online after the first week or so). Generally, for short-term basic IT literacy courses, such as the ones of the NT4EU, it was difficult to go online and IT courses were postponed, as the students did not always have the necessary skills
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		<p>to follow the course online. For the Nt4Eu course, only certain events and themes went online if necessary.</p> <p> It wasn't just technical courses which went online. For refugees, online French courses were set-up</p>
	Main difficulties	<p>First of all, moving online meant Simplon.co had to equip a certain number of our learners with computers and access to the internet to be able to follow the course online. Dongles were distributed to learners in order for them to have internet access. This was especially helpful for refugee learners, because they often don't have internet access in their accommodation.</p> <p>Simplon.co employees were deployed as possible mentors for learners who needed help during their course.</p> <p>Some learners reported difficulties with psychological isolation. Simplon.co therefore set up a psychological helpline for those - learners and employees - who required it.</p> <p>Globally, the success rates of our courses went down slightly, which is to be expected for a course which has gone entirely online.</p>
	Main successes	<p>Overall, the lockdown period and its aftermath were a difficult one for the project, and for Simplon.co generally. There were however a certain number of changes which we were forced into which have positive outcomes in the long run.</p> <p>The example of French lessons is a good one: in the past, we have tended to shun online lessons as having less of an impact on acquiring skills. The lockdown forced us into organising online French language courses, which we can now tailor more specifically to learners' needs because the pool of learners is larger. For example, we can organise writing sessions (B1 level) for learners that need it because a learner in Toulouse, 3 in Paris, and someone in Lille all need it.</p> <p>The lockdown period was therefore also an opportunity for us to question the way we work and which are the best ways to train our learners.</p>
	Overall opinion	<p>Beyond our own activities, the lockdown was a good opportunity to see the huge digital divide that refugees are part of, in terms of skills (such as those basic skills which we aim to teach with this project), but also access to material and the internet.</p> <p>By not allowing refugees to leave their accommodation and access the places they often go to for free internet (public libraries, parks etc.), they were often unable to maintain contact with the outside world due to a lack of services (internet connection and computers) inside the accommodation. Since the end of the first lockdown, the state has started to think with local actors (including Simplon.co) about ways to combat this digital divide.</p>







2. The CYF training model

Information about the model








	Structure of the course	<p>The applicants need to complete an Intro to Coding course, completely online that takes about 20-40 hours. Once that is completed, they can be considered for our Full Stack programme, this runs for 8 months.</p> <p>The class meets (either face to face or online) once a week and then they are required to study about 20 hours a week remotely.</p> <p>During classes and study, participants are supported by mentors and teachers.</p>
	Total number of hours, number of participants and of trainers	<p> Number of hours 196 hours of taught content 520 hours of coursework</p> <p> Number of participants: see above</p> <p> Number of trainers 18 Volunteer Lead Teachers 18 Volunteer Teaching Assistants 10 Volunteer Technical Education Mentors</p>
	Parallel courses	<p>Soft Skills training</p> <p> In Intro to Coding, it is around 4 hours and the course work around 4 hours. So, 8 hours total.</p> <p> In Fundamentals, the taught hours are 6 hours and the course work is 4 hours. So, 10 hours total.</p> <p> In the Full Stack course, the taught hours are around 25 hours but the work is 25 hours. So, 50 hours.</p> <p>Therefore, if a student completes both courses it is a total of 68 hours.</p> <p>Language support</p> <p> Additional language support offered through CodeYourFuture Language Exchange Club, Find Your Voice Workshops, and partnership with RefuAid Language Programs.</p>
	Use of particular learning methods	<p> All lessons have team/personal relations building exercises twice a lesson to build important interpersonal relationships.</p> <p> All students learn about professional team working methodologies such as Agile and Sprint based-working.</p> <p> Our pedagogical approach relies heavily on small, group-based working during lessons solving small challenges.</p> <p>Code Your Future found that fostering teamwork within the classroom encourages further teamwork outside.</p>




	Training content	<div data-bbox="576 197 608 230"></div> Key employability skills Many employers believe interpersonal skills like teamwork and communication are as important in the workplace as coding skills. On the Full Stack course, trainees were able to practice essential skills that any employers want; <ul style="list-style-type: none"> ○ Teamwork ○ Adaptability ○ Problem-solving ○ Communication ○ Continuous learning skills <div data-bbox="576 593 608 627"></div> Core Programming Build a core understanding of programming and computational thinking. Learn the core skills that you will build the rest of your career on. <div data-bbox="576 739 608 772"></div> HTML & CSS Structure and style static web pages using the best front-end practices. <div data-bbox="576 851 608 884"></div> JavaScript Advanced tools Learn powerful tools that are used by companies across the world. <div data-bbox="576 996 608 1030"></div> React Structure and style static web pages using the best front-end practices. <div data-bbox="576 1108 608 1142"></div> Node.js The back-end development for many web applications is powered by modern and fast Node.js. View the full tech syllabus
	Training activities, tools and modality and why you chose them specifically	<div data-bbox="576 1299 608 1332"></div> Part-time model CYF chose the part-time model to better support people who have caring responsibilities or part-time work. Students attend one class a week and then can structure their studies in their own time. <div data-bbox="576 1478 608 1512"></div> Group Focused All students are given buddy groups with professional programmer mentors who track their progress and provide 1:1 support. Students are encouraged to work in groups throughout the course. <div data-bbox="576 1657 608 1691"></div> Community Supported All of the students have access to at least fifty professional developers over their course ranging from occasional Teaching Assistant to committed Education Mentor. <div data-bbox="576 1848 608 1881"></div> Active Teaching All of the trainers practice active teaching. CYF does not aims at lecturing, it aims at responding to the students' needs.

Challenges and successes

	Main challenges	<p> Student engagement throughout the week</p> <ul style="list-style-type: none"> ○ Keeping students engaged and motivated throughout the week is one of the main challenges. ○ Most of their learning is done independently with support from CodeYourFuture volunteers. <p> Spotting students before they fail Constant progress tracking is required for our students to make sure to catch them before they fall behind.</p>
	Main successes	<p> Team Structure</p> <ul style="list-style-type: none"> ○ All of the activities are separated into Teams of volunteers who lead on the actions. ○ This devolved responsibility model makes CYF responsive to student needs. <p> Communitised Learning By sourcing talented committed programmers from CYF locations, CYF has brought together the people who have the knowledge and give them the tools to those who need it the most.</p>





Impact of COVID











	How was the transition to the online modality?	CYF had a smooth transition from in-classroom to online teaching. This is because the majority of the content was already delivered on only one day a week, leaving us ready to support the students for the other six.
	Main difficulties	<p> Technical Issue from Students Early on, CYF spent significant time equipping its students with extra equipment such as webcam, microphones and faster internet connections.</p> <p> Volunteer Retention CYF initially saw a boost in volunteer numbers, however, people quickly became drained from spending more time in front of a computer on virtual calls.</p> <p> Good Learning Environments for Students</p> <ul style="list-style-type: none"> ○ Many of CYF students have dependents which took time away from their studies when they had to care for them. ○ For some students, this caused significant disruption.
	Main successes	<p> Cross Location Learning</p> <ul style="list-style-type: none"> ○ Due to the online classes, students were able to attend additional study groups and lessons at any of CYF schools - not just those in their local city.







		<ul style="list-style-type: none"> ○ Additionally, volunteers were able to learn best practices from other cities. <p> Organisation-wide Training & Community Being able to easily conduct online tutorials and trainings for the entire organisation has helped greatly with global organisation cohesion.</p> <p> Global Volunteer Recruitment Taking CYF classes online has meant that CYF can source some of the best volunteer talents in the world.</p>
	Overall opinion	<p>Going online has meant to try new technologies and techniques that CYF wouldn't have tried without the push to do so.</p> <p>However, what it has missed beyond everything else, is the community that comes from face to face teaching. CYF looks forward to a future where this is possible.</p>

3. The Next Step training model



Information about the model

	Structure of the course	<p>The Hungarian pilot project was designed to offer at least one IT course and at least one foreign language course for each participant.</p> <p>Due to the pandemic, vocational elderly/childcare courses originally planned to be implemented in spring 2020 could not take place, as they would have required offline practical lessons in a classroom setting.</p> <p>Implemented training activities:</p> <p> Basic computer literacy and Microsoft Office course Out of the 25 registered participants of the class, one person received an ECDL Base Certificate for the successful completion of 4 basic module exams and sixteen people received ECDL Standard Certificates for the successful completion of 7 module exams of base and intermediate modules. An additional four people got certificates of attendance for their regular participation both in the classroom and in the online lessons.</p> <p> Excel Intermediate course Fifteen participants started the training in November 2020.</p> <p> Web Development course for beginners As of November 2020, fifteen registered participants were attending the lessons on a regular basis. The course concludes in the middle of December 2020.</p>
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		<p> English language course</p> <p>Twelve participants started the language training in November 2019, divided into two groups of pre-intermediate level. Ten of them were attending the lessons on a regular basis and received certificates after their final exams.</p> <p> Hungarian language course</p> <p>Thirty participants started the language training in September 2020, divided into four groups of diverse levels (beginners, re-starters, pre-intermediate, intermediate). As of November 2020, twenty-eight registered participants were attending the lessons on a regular basis.</p>
	Total number of hours, number of participants and of trainers	<p> Basic computer literacy and Microsoft Office 184 lessons (each lesson lasting 45 minutes): 138 hours</p> <p> Web Development course for beginners, 120 lessons (each lesson lasting 45 minutes): 90 hours</p> <p> Excel Intermediate course, 40 lessons (each lesson lasting 45 minutes): 30 hours</p> <p> Hungarian language courses in 4 classes, 60 lessons/class (each lesson lasting 45 minutes): 45 hours/class</p> <p> English language courses in 2 classes, 60 lessons/class (each lesson lasting 45 minutes): 45 hours/class</p> <p>The total number of training hours offered during the pilot project was 528, with the majority of the participants having around 135–180 hours spent at courses on average.</p> <p>In total 54 people were involved in at least one training, out of them 35 were registered to at least one IT course and one foreign language course too. Eight trainers, one co-trainer, and two teaching assistants were involved in running the courses.</p>
	Parallel courses	Foreign language courses – Hungarian and English – were running side by side with the IT trainings.
	Use of particular learning methods	<p>During the IT courses much emphasis was put on practice, the classes were solution-oriented, with exercises and assignments to be completed either individually or in a group. This methodology resembles the work in the IT field, where one has to find solutions to problems often independently, under the guidance of superior or mentor, or consulting with colleagues.</p> <p>As for the foreign language classes, the trainers used a mixture of different methods given the fact there is no single, ultimate method that would benefit every language learner equally. The core concept was to improve skills of verbal communication, listening, writing, understanding grammatical structures and reading comprehension too at the language classes.</p>

		All the courses were built upon mainly formal learning methods, and were regulated by the Hungarian law on adult education ¹ with pre-defined number of theoretical and practical lessons, curriculum, participant evaluation system and administrative obligations for each course.
	Training content	<p> Basic computer literacy and Microsoft Office course Modules of the course (7): Computer Essentials, Online Essentials, Word Processing, Spreadsheets, Presentation, Databases, IT Security – in line with the syllabus of ECDL</p> <p> Excel Intermediate course The course touches upon topics that go beyond the curriculum of the ECDL Spreadsheets module.</p> <p> Web Development course for beginners The course covers topics such as HTML, CSS, Javascript, PHP and MySQL on a basic level.</p> <p> Foreign language trainings Hungarian and English classes on different levels (from beginning to advanced)</p>
	Training activities, tools and modality and why you chose them specifically	The courses were subcontracted to professional institutions of adult education that were obliged by law to follow curricula approved by the Hungarian authority responsible for adult education. However, the trainers had a relatively large space to apply their own methods, responding with a variety of activities and tools to the skills and needs of the participants of a given class.

Challenges and successes







	Main challenges	<p> Intensive and demanding courses Instead of joining stand-alone IT or foreign language courses, each participant was expected to attend at least one IT course and at least one language course (English or Hungarian) regularly. This could be an engagement of around 10–15 hours/week per person for several months.</p> <p>Getting closer to the end of the pilot programme it became clear that such a complex and demanding engagement was difficult to be sustained for many people, as they were busy at work, simultaneously they were involved in other educational programmes too, or because of the fact that the extension of the project period or the postponement of some courses was inconsistent with their respective schedules/plans.</p>
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¹ Act LXXVII of 2013 on Adult Education

		<p>Moreover, migrants and refugees in Hungary rarely have adequate time for their own skills development, because their main priority is to find solutions to sustain themselves and their families financially.</p> <p> Difficulties in finding internships</p> <p>Efforts have been made to build relationships with multinational corporations present in Hungary, so they could offer offline or online IT internships to the participants. However, these attempts have failed to achieve satisfactory results. Working with volunteers and interns is not a traditional practice of the Hungarian business sector, and it looks like even international companies adapt to local circumstances in this respect. However, based on the feedback of some companies that Next Step has reached out to, it seems that the pandemic situation was also a reason for the companies' unexpected disinterest in cooperation. Responding to the challenges of COVID-19 went beyond the capacities of large companies too, leaving no space and time for considering a partnership with Next Step Association.</p> <p> The effect of COVID-19 on the priorities of refugees and migrants</p> <p>During the pandemic, the primary needs of the target group of the NewTalents4EU project were to be able to put food on the table, find a job urgently, or keep the room they rent. A huge number of third-country nationals have lost (part of) their jobs and been facing severe financial hardships. When people live to survive, it seems to be difficult to involve them in educational programmes. Some participants dropped out of the pilot courses because of this phenomenon, while others – especially the most disadvantaged/vulnerable, those who need skills development the most – didn't even apply for the NewTalents4EU trainings due to their circumstances described above.</p>
	Main successes	<p> Potentiality of the learned skills</p> <p>Based on the feedback of the participants, the majority believes that the skills they developed during the courses of the project have facilitated or will facilitate their job search in Hungary. Beyond equipping people with knowledge and skills, success in learning helps migrants and refugees gain reinforced dignity, self-respect, and self-confidence, promoting labour market inclusion in multiple ways.</p> <p> Opportunities for part-time employment</p> <p>Next Step Association has been making attempts to find its own grassroots solutions for the employment of migrants and refugees equipped with digital skills. As such a solution, the association has been offering part-time employment for third-country nationals in the field of IT education of children. The organisation created a hub ('The Code Gallery') for third-country nationals who are interested in IT or open to acquiring digital skills, and at the same time get on well with children and wouldn't mind teaching them. The participants of the hub can learn about teaching playful computer coding and robotics for children from each other, and from professionals of IT and pedagogy. Enthusiastic, experienced and capable members of the hub become instructors at the Kids Coding workshops organised on a regular basis for migrant and Hungarian children by Next Step Association, while the</p>

		<p>novices get free opportunities to practice and develop their teaching skills being the instructors' assistants during the workshops. The NewTalents4EU pilot programme provided opportunity to recruit new participants (i.e. potential IT instructors of children) to the hub, and, through a series of online presentations and workshops, have pedagogical methods and playful coding and robotics software introduced to them. With commitment and hard work, the members of the hub will surely get a chance to earn lawful income from teaching coding for children at Next Step Association and outside its premises.</p>
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Impact of COVID







	How was the transition to the online modality?	IT and language trainings went online with the start of the pandemic, and the transition had both advantages and disadvantages, as specified below.
	Main difficulties	<p> Finding a learning-life balance</p> <p>Single mothers and participants having little children found it very difficult to participate in online lessons. Before the pandemic, their children had been taken care of by a babysitter at the premises of Next Step Association, during the lessons. All of a sudden, the babysitting service had to be suspended, and this had a severe impact on the performance and class attendance of affected participants.</p> <p> Impossibility to bring some courses online</p> <p>Another challenge was the impossibility of going online with vocational courses that would have required offline practical lessons in a classroom setting. Such courses have not been implemented.</p> <p> Impossibility to create a community</p> <p>Next Step Association also found it difficult to create a real community of the members of online classes. Online solutions can be optimal in case the purpose of a short-term workshop is solely to deliver information or discuss a topic, but for long-term programmes where community building considerations would be equally important (and such considerations are indeed quite relevant to support the social inclusion of third-country nationals), relying exclusively on online communication is not a satisfactory practice.</p>
	Main successes	<p>In technical terms the transition to conducting the courses was surprisingly easy and quick, and most of the participants even found online lessons more convenient and time-saving than attending offline lessons in classroom settings.</p> <p>The lessons could be recorded and re-watched, and this was very helpful for several participants.</p> <p>Online activities also have the potential to attract participants who physically stay far from the premises of the association.</p>

	Overall opinion	All in all, Next Step Association believes that certain short-term workshops will still be implemented online in the future, and Next Step team members will continue to have some meetings with each other and partners online. However, for activities that have networking and community building objectives too, traditional offline solutions will be preferred.
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4. The CO&SO training model

Information about the model






	Structure of the course	CO&SO implemented 3 courses, 2 in Florence and one in Lucca. The course lasted two months for a total of 80 hours each. All the courses were carried out in presence (not online modality), where every student was provided with a laptop. The courses saw the presence of a linguistic facilitator and a cultural mediator.
	Total number of hours, number of participants and of trainers	<p>Two courses in Florence</p> <ul style="list-style-type: none"> 80 hours 26 participants (16 and 10) First course: January – March 2020 Second course: September – October 2020 <p>Course in Lucca</p> <ul style="list-style-type: none"> 80 hours 12 participants Duration: February – April 2020
	Parallel courses	<ul style="list-style-type: none"> Module on how to write a CV (4h) Module of Counselling and active work research Modules on how to behave in a company. Modules regarding new regulation in terms of health and hygiene + modules about sanitization
	Use of particular learning methods	<ul style="list-style-type: none"> Linguistic facilitator and a cultural mediator Support and the stable presence of a tutor Continuous communication with the network of entities that made a great job during the registration/subscription phase and therefore the quick response of a very solid project network. Use of images to overcome some language problems
	Training content	<ul style="list-style-type: none"> IT content Job research methodology and techniques Hygiene



	<p>Training activities, tools and modality and why you chose them specifically</p>	<ul style="list-style-type: none">  ICT lessons on computers (each participant had a PC)  Group lessons  Individual lessons  Innovative learning method ad use of images to overcome linguistic gaps  Internship at the end of the course for some of the participants of the Florence training
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Challenges and successes

	Main challenges	<ul style="list-style-type: none">  The linguistic level of the participants was not always homogenous.  There was sometimes a physiological disparity in the digital entry-level.  Some difficulties encountered by some students in the frequency stability due to sudden displacements in other reception centres and/or cities.
	Main successes	<ul style="list-style-type: none">  Use of images: this methodology allowed to overcome some language barriers. With the presence of a linguistic moderator and this innovative methodology, CO&SO was able to carry out all the trainings.  Successful trainings: despite the COVID, three successful trainings were implemented in Tuscany. All the students finished their training enriched with new IT knowledge.  Flexibility of the training model: the model is focused on flexibility in teaching. After the assessment of the group of students, their IT and language level, expectations and needs, the training can be adapted, both in content and modality.  Internship experiences

Impact of COVID














	How was the transition to the online modality?	<p>The third training programme of CO&SO, ending in December 2020, had to be moved to the online modality starting from November 2020, due to the second Italian lockdown.</p> <p>In the beginning, the transition to an online modality, in a complex time such as the second lockdown, was not easy, both for participants and trainers.</p>
	Main difficulties	<ul style="list-style-type: none">  IT facility and WI-FI connections For many students, it was difficult to get access and/or to organise their IT facilities and get access to good quality WI-FI and internet connections.  Keep up the motivation of the students To find and to keep up the motivations of the students and of the class in general, especially at the beginning, was very difficult. The last training class was a good group and they did not like to be divided and follow alone the training and the overall learning process.  More support needed from the trainers Following the training online arise more difficulties. Therefore, deeper support from the trainers to the students was required.

	Main successes	<p>Overall, going online for CO&SO was a difficult process and less effective for both students and trainers.</p> <p>The positive aspect was that, after the first online classes, the students became more autonomous in the learning process.</p>
	Overall opinion	<p>The overall opinion is not very positive. CO&SO's opinion is that face-to-face trainings remain more successful and higher results were achieved. Improvement of both IT skills and Italian language was higher when taking offline courses rather than the online one.</p> <p>Moreover, the social aspect doesn't have to be underestimated as it is crucial for the integration pathway of migrants and refugees. Offline courses allowed the students to bond and exchange between them and with trainers and locals. Due to COVID and to the online modality, this was mainly lost, and students felt the difference.</p>



5. Overall analysis of the results

All the national partners successfully implemented their trainings, despite the outbreak of the COVID-19 pandemic in 2020. The trainings developed in each country were tailored to the needs of the organisations, the target group and the national and local context. This flexibility is the key to the success of the NT4EU model.

Please find below a table that summarises the main challenges and successes of the trainings:







 Challenges	 Successes
<ul style="list-style-type: none">  Inhomogeneity of the students' entry-level knowledge, both ICT and language wise.  Keeping up the student's motivation throughout the whole course.  Sometimes the students came from a difficult background and/or had difficult personal conditions, which made difficult for them to follow the courses in a regular way. This increased with COVID-19.  Sometimes the trainings required the participation in too many courses hours, which made difficult for some students to find the right work-life balance. For some, it was hard to conciliate the training with a full-time job or their personal life, or others could not dedicate too much time to this kind of activity without being paid.  Partners find it difficult to find internship opportunities for the participants after the end of the courses. 	<ul style="list-style-type: none">  High rate of students who finished the course and obtained certifications.  The training provided the students with the skills they needed. Participants felt that new skills would help them in integrating the European labour market.  Migrants and refugees gained more confidence and the success in finalising the training reinforced dignity, self-respect, and self-confidence, promoting labour market inclusion in multiple ways.  Double learning experience is the key: to combine ICT skills development with a parallel course(s) was an added value. This provided migrants with language and soft skills needed to integrate the EU labour market.  The flexibility, the active and dynamic pedagogy of the trainings, that could be adapted to the needs of participants and trainers, was one of the main assets of the model.  This training developed a sense of community between the participants, and with the trainers. This safe and positive environment helped a lot the training activities and the motivation of the students.

With the COVID-19 outbreak of spring 2020, three of our trainings went online. There were both opportunities and difficulties in doing so, please find below the main findings.

 Difficulties	 Opportunities
<ul style="list-style-type: none"> ✚ Not all the students had a PC or an internet connection at their disposal, or the PC was used by another member of the family. Partner could really see a gap in access to this technology and internet, that created a problem for the participants and their ability to keep following the training. ✚ Many of the participants with the lockdown had professional and personal problems, related to the difficulty of this time. This is why often they didn't have the time, or the motivation, to follow the courses. This also includes lack of childcare for the parents, which makes impossible to attend classes. ✚ Often, there were also difficulties related to psychological isolation which resulted in a low motivation. ✚ For the many reasons described above, the success rates of students finishing the training and obtaining certification decreased. ✚ No possibility of meeting in person and have a human exchange, was perceived as less attractive and lacked sense of community and solidarity. 	<ul style="list-style-type: none"> ✚ For all the partners the transition was easy and quick, and both the students and the trainers adapted smoothly. ✚ For some online lessons where more convenient and timesaving, in comparison to face to face meetings, as they didn't have to commute and could save a lot of time and resources. ✚ Online format allowed some partners to have more participants, more classes and/or to students to attend more courses. This maximised even more the effect of the NT4EU project. ✚ In some cases, lessons were recorded and easy to re-watch at every convenience. ✚ In some cases, it attracted more volunteers and trainers, given the increased free time and the online format, that didn't required face to face meetings. ✚ After the first classes and the adaption to the online modality, students became more autonomous in the learning processes. ✚ The COVID-19 tested the flexibility of the NT4EU model and demonstrated to be efficient and adaptable to every situation, even to the more critical ones.

REPLICATING THE MODEL

The objective of this part of the document is to provide information to replicate the NT4EU training model into other fields of the economy. Details will be given on:

-  The target group of the training
-  The actors that could replicate the trainings
-  The actors that can support the replicability of the training
-  The suggested replicability fields
-  The possible financial solutions to fund such training
-  The positive contribution of the social economy

This part was developed through dialogue with the partners and feedback from their side and a desk research made by Diesis Network. In Annex I and II, you can find more details about the desk research carried by Diesis and about the inputs given by the partners for each country – France, Italy, the UK and Hungary. If you want to find specific replicability information for these four countries, please refer to Annex II.

1. Target group

The NT4EU model targets refugees and migrants in Europe that wish to integrate the European labour market. The model, and its training courses, wishes to give the target group new skills or to further develop existing ones, in a field with high employability opportunities.

The NT4EU model wishes to empower refugees and migrants and to allow them to integrate at best the European labour market.

2. Actors

Replicating actors

This model could be replicated by many actors, among which:

- Organisations that provide support to refugees and migrants

Many organisations in all the EU countries already provide support to refugees and migrants. Among the types of support is also the help to integrate the European labour market. This kind of organisations could benefit from implementing such trainings as it would increase the employability of their target group.

Migrant-led associations that provide support to other migrants (migrants-to-migrants support) could also be interested in replicating such training model.

- Organisations that provide trainings in different fields

Training providers and organisations specialised in vocational training could be interested in replicating such a training model to this specific target group.

Beyond highly skilled IT training, organisations that provide vocational training in other fields could do well to integrate basic IT competencies into their training models. IT skills are now necessary in every field of work, whether it be in hospitality or gardening. Finding work in a particular field requires those same skills. Integration of IT skills training into all types of vocational training is particularly interesting as it easily puts the training into context and demonstrates its importance. Forming partnerships between IT training centres and classical vocational training centres could be especially beneficial to .

- National and local public administrations and centres that work with migrants and refugees

This training could offer opportunities for public authorities, institutions and centres: it can provide a way to increase the employment possibilities of their target group.







- Private actors

Enterprises could be interested in replicating such model as part of their CSR activities and to integrate a diversified labour force among their employees.

Private foundations working in refugees and migrants' integration, and in particular in migrants labour market integration could also insert this kind of training among their activities.

Creation of a support ecosystem

Moreover, all these actors can not only decide to replicate the trainings, but also be valid supporters of other organisation who decide to replicate it, in the following ways:

-  By putting them in contact with the interested target group
-  By supporting the dissemination activities
-  By providing financial support
-  By providing experts, trainers and volunteers
-  By supporting them in the creation of a wide network and/or inserting them in theirs
-  By acting as bridges with the public and private actors.

3. Fields

In this section are proposed fields at European level in which there is a lack, or there will be a lack, of skills, and employment is needed. These fields were identified through desk research on this topic and inputs from our partners. Please find the research in Annex I and the inputs from our partners in Annex II.

- **Science, Technology, Engineering and Mathematics (STEM) field in general**

In a time of fast technological innovation, companies need people with high-level skills in STEM subjects. However, in Europe, graduates from STEM tertiary education are few and this number needs to increase.

Suggestion to replicate the model

The NT4EU model could be used to develop trainings to raise awareness among migrants and refugees about the future importance of STEM education in the future and accompany them to a future education in this field.

- **Mathematics and ICT**

In education, the highest share of low achievers is in mathematics. However, this field is extremely important for the future technological, IT, financial and economic development of our countries.

Suggestion to replicate the model

The NT4EU model could be replicated to provide a deeper knowledge of mathematics and its application on ICT. This training could provide migrant and refugee students with ICT knowledge and mathematics to discover the software/data labour opportunities, especially after the pandemic times when all main activities have turn into digital and data processing.

○ Artificial Intelligence

Artificial Intelligence (AI) is developing fast. It will change our lives by improving healthcare (e.g. making diagnosis more precise, enabling better prevention of diseases), increasing the efficiency of farming, contributing to climate change mitigation and adaptation, improving the efficiency of production systems through predictive maintenance, increasing the security of Europeans, and in many other ways that we can only begin to imagine. In the future, there should be a deeper knowledge of the potential of AI in Europe and its application on ICT, therefore further workforce with these skills will be needed.

Suggestion to replicate the model




The NT4EU training model could be used to raise awareness about the importance of this field and provide migrant and refugees students with the basics of AI knowledge and its possible “ethical” application for future jobs. If the training is successful, students could integrate an academic path on this field.

○ Green and digital landscape

Green skills are those skills needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Green skills development is among the priorities of the European Commission.

Suggestion to replicate the model

The NT4EU could be applied to raise awareness among refugees and migrants about:

-  The importance of green skills
-  Provide them with basic green skills depending on the existing skills that the target group already has
-  Re-direct them to green skills trainings




○ Health and social care field

Health and social care are considered a recession-proof field and is expected to grow more than any other industry over the next decade; and after the COVID-19 pandemic, there will be an increase of demand in this field.

Moreover, with the rise of COVID-19, a set of new hygiene rules and safety measures are applied in all the work fields. Therefore, it is important that these are part of the basic knowledge provided to the workforce.

Suggestion to replicate the model

The NT4EU model could be applied to provide a deeper knowledge of:

-  Health and social care system.
-  Health and social care system new technological applications.
-  About the adaptation to new hygiene rules and safety measure to apply in the work field.

EXAMPLE BOX: CO&SO and the hygiene courses

The third training programme implemented by CO&SO in the framework of the NT4EU project also contained a 12-hours HACCP (Hazard Analysis and Critical Control Points) module followed by a shorter 8-hours module focused on sanitisation.

CO&SO decided to include these modules because, with the rise of COVID-19, they noticed an increasing demand from the labour market of employees with a preparation in the field of sanitisation and in possession of the mandatory certification for the respect of hygiene and food safety norms – HACCP (Hazard Analysis and Critical Control Points).



Through the Job Orientation module, CO&SO also tried to calibrate the online work research in the fields that require the possession of HACCP certification (cleaning, kitchen, canteen, etc.)

○ **Entrepreneurial skills and social entrepreneurship**

Entrepreneurship, and in particular social entrepreneurship, could be a valid option for migrants and refugees to integrate the labour market. Indeed, migrant entrepreneurship is already present in Europe and brings a significant contribution to Europe from both an economic and social point of view.²




Suggestion to replicate the model

The NT4EU model could develop new training in the following fields:




-  Entrepreneurship in Europe: how to become an entrepreneur, access to finance, national legislations, European markets, etc.
-  Basics on social entrepreneurship and social economy.

4. Financial aspect

There are different forms to finance a training such as the NT4EU:

-  Public local/regional/national funds: these funds are released mostly by municipalities, regions, public bodies and institutions as well as European indirect funds.
-  In some European countries (France for example), the covid health crisis has brought into sharp relief how important IT skills are for work, but also for accessing ones' rights, keeping in contact with family etc. In response, public bodies have recently increased funding for basic IT skills training.
-  For replicating training on a national level, local or regional funding can be particularly important and complement national funding on this subject




² EMEN project, Inclusive Ecosystems: towards a comprehensive support scheme for migrant entrepreneurs in Europe, 2020 http://emen-project.eu/wp-content/uploads/2020/09/D3.1-Inclusive-Ecosystems_towards-a-comprehensive-support-scheme-for-migrant-entrepreneurs-in-Europe-FINAL.pdf

-  **European funds:** this training model could be financed by both funds which target migration and integration and/or who target education and vocational trainings. Therefore, there is a wide range of choices.
-  **Private funds:** these funds can be allocated by private foundations, banks and private companies in the framework of the CRS activities.
-  **Sponsorships:** issued by private companies that wish to finance/co-finance one of the courses.


5. The positive contribution of social economy

Social economy organisations and enterprises can bring great support when it comes to integration of refugees and migrants in the labour market.




Social economy enterprises and organisations are active in:

-  **The welcoming of migrants when they arrive in Europe.** Many social economy organisation and enterprises act as the provider of the primary services to migrants and refugees in the first weeks upon their arrival in Europe. This may include housing, health, social and mental services, legal and administrative assistance, language support and many other.
-  **Providing support for the social and economic inclusion of migrants.** Several social economy enterprises and organisation support migrants' economic inclusion providing help such as job search and counselling. Moreover, many social enterprises organisations provide migrants and refugees directly with a fair and quality job (e.g. many cooperatives' principal goal is a job inclusion of vulnerable groups). Further, many organisations work on social inclusion by offering language courses, childcare and promoting an active role within their new communities.
-  **Enhancing the cultural inclusion of migrants.** Social economy organisations and enterprises are very active in the cultural field. In particular, many social economy actors focus on migrants' and refugees' integration through culture and care about cultural inclusion. Moreover, they allow the promotion of informal encounters between migrants and locals through cultural activities, enabling migrants and refugees to culturally express themselves. These factors has proved to be of a great benefit for migrants' integration.
-  **Supporting migrant-led entrepreneurship.** Migrant-led business, in particular migrant-led social enterprises, can bring many benefits to the European societies, in particular from an economic and social point of view: among others, they create employment, contribute to the European job offer market, and bring innovation. Social economy enterprises organisations support migrants that wish to pursue an entrepreneurial journey.

Social economy actors know that labour inclusion enables also cultural and social inclusion and vice versa. Therefore, particularly with the relevance to support migrants labour integration, many social economy enterprises and organisations are committed to:

-  **Support job placement.** Social economy actors can act as a bridge between migrants and enterprises, public offices, employers, recruiting agencies, etc. They can also support migrants

with the preparation to the interview, reviewing the CV and provide the general knowledge about the national and local labour market and regulations.

-  **Provide employment counselling.** Social economy actors can provide counselling to migrants and refugees who wish to exploit their existing skills in the European labour market and apply for the job position that best fits their profile and ambition.
-  **Provide language courses.** Social economy actors can provide language courses to migrants and refugees who wish to learn the national language to integrate more easily into the local labour market. They can also provide cultural mediation.
-  **Conduct hard of soft skills trainings.** Social economy actors provide to migrants and refugees both training to develop their hard and soft skills. Some soft skills were mentioned above, which includes interview preparations and CV writing. They teach them as well how to work in a team and cope with challenges, etc. Hard skills are mainly defined as the specific skills required by the labour market, such as ICT skills as proposed by the NT4EU training.³

³ EMEN project, Inclusive Ecosystems: towards a comprehensive support scheme for migrant entrepreneurs in Europe, 2020 http://emen-project.eu/wp-content/uploads/2020/09/D3.1-Inclusive-Ecosystems_towards-a-comprehensive-support-scheme-for-migrant-entrepreneurs-in-Europe-FINAL.pdf



RECOMMENDATIONS







After the analysis of the results of the trainings and the research done, the NT4EU partners are able to have a clear vision on the potentiality of the New Talents 4 EU training model and the benefits it can bring for the refugees and migrants labour integration in the EU labour market.

Find below a series of recommendations on how to replicate the NT4EU training model in other fields of the economy.



1. KNOW YOUR CONTEXT AND THE ASSETS OF YOUR ORGANISATION

The New Talents 4 EU training models is built on your national context. Therefore, to be able to create your training model, you need to analyse your national context and in particular your local community.



Focus on your target group

-  Who is your target group?
-  What are the needs of your target group?
-  What is the starting level of your target group?
-  Are language courses necessary?
-  What are the additional soft skills that your target group needs?
-  How much time can your target group dedicate to the training?



Focus on the labour market

-  What is the need of the labour market in your country/region/local community?
-  Which are the skills that you wish to develop with your trainings?

Focus on the learning methods



-  Identify the learning methods that your team is already familiar with and that you wish to use?
-  Do you plan to do a blended training (both online and offline)?

Parallel courses

-  Do you plan to develop parallel language courses? Can your team do that?
-  Do you plan to develop soft skills courses? Can your team do that?

2. COMBINE HARD AND SOFT SKILLS

Often, the key to enter the labour market is to have a strong combination of hard and soft skills. Therefore, after a careful study of needs for your national and local labour market, we suggest you to:

-  Understand which the most needed hard skills are to be developed in your community and which one the employers are looking for.
-  Insert some soft skills modules to match the hard skill ones. Some examples: how to write a CV, how to do an interview, how to work in a team, how to deal with stress, public speaking, how to adapt to smart working, etc.

Even if the main content of your training remains the development of hard skills, do not underestimate the power of soft ones. Design parallel modules on the soft skills development throughout the training.



3. BE FLEXIBLE

The New Talents 4 EU training model is designed to be flexible so that it can be adapted during the implementation phase.

Once you have agreed on the content, length, learning methods and number of participants, during the initial phase of the training, it is important that you take time to analyse the first results of the first round of the classes that you conducted.

Indeed, the needs of participants may change, they may face some unexpected challenges, or you may discover that the content or training method and length is not suitable for your class. If you see that adjustments can be made, be ready to do them! This will ensure the continuity and overall success of the trainings.

As the COVID-19 pandemic has taught us, it is essential to be ready to adapt to new solutions to face unexpected challenges. However, changes can also bring new opportunities, ensure the success of the training and may be the source of new ideas.

4. BE INNOVATIVE

The key to a successful training experience is to be able to meet your participants' needs and find what works best for their learning experience.

This should encourage you to adapt the learning methods to your target group. Try to identify their needs and the best way to communicate with them. Take the time to establish the dialogue with them, identify the main challenges and study together which learning method works the best for them.

5. CREATE A COMMUNITY

When it comes to learning, mutual support is a key. This is why the creation of a community and of a bonded group of participants is very important for their learning experience. Try to promote informal moments and mutual learning as a study method among your students.

Try to include moments of exchange and mutual learning, where participants can share the challenges and results from their classes. This will help them to learn from each other's success and failures and to enhance a mutual support system.

Try also to promote informal moments for your students to bond, share and exchange. Creating a community and a support network will be of high benefit for the learning process. Working and learning in a dynamic and motivated group will push students to keep on learning and attending the class and will contribute to the overall success of the training. It will also help to keep up their motivation and to create a community that will last beyond the training period.

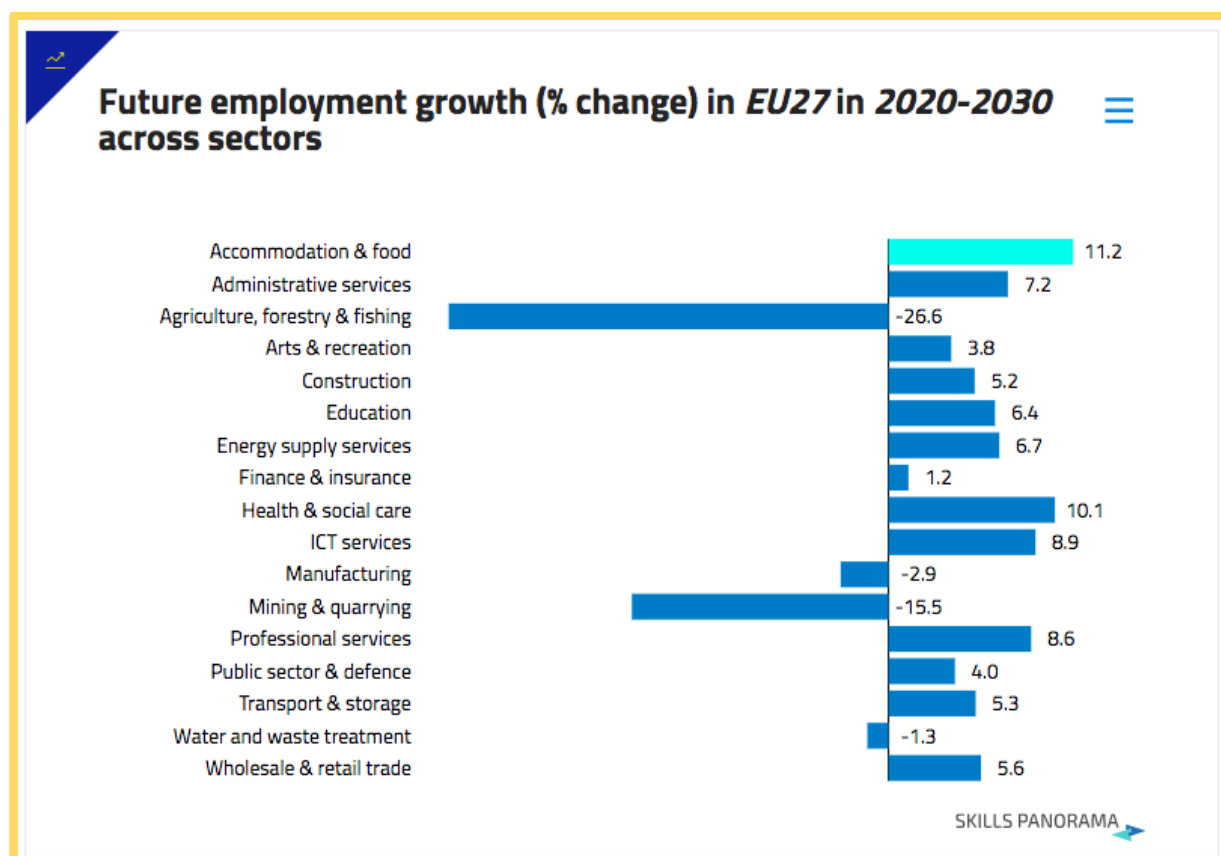


Annex I: Desk research on the future of jobs

Diesis Network carried out a desk research on the future job market's needs in Europe. We identified a set of jobs that will be highly required in the future.

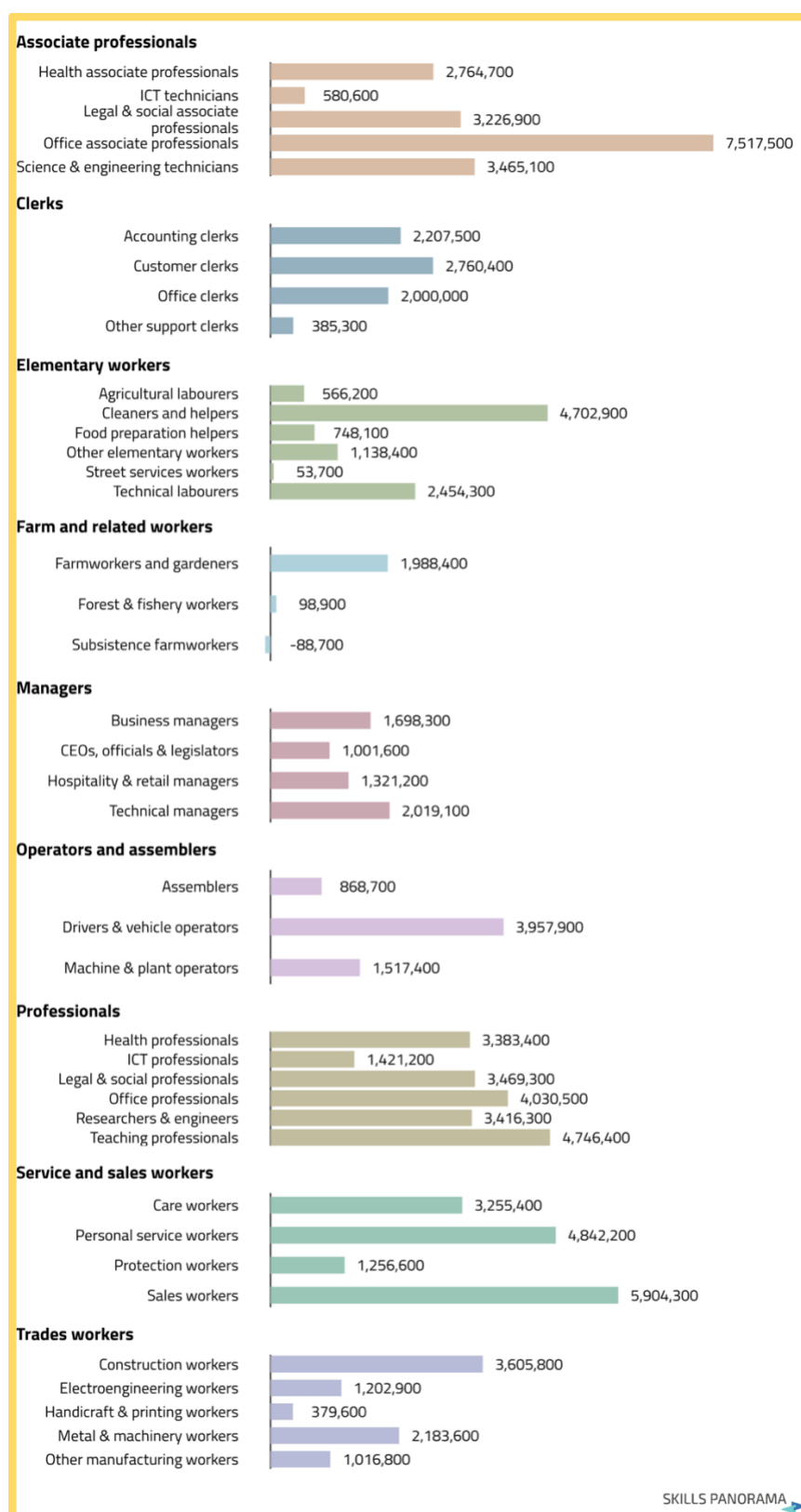
To start the analysis, we surfed Future Jobs, the website powered by Cedefop (European Centre for the Development of Vocational Training), that describes the demand for people to work in various types of jobs, along with information about the Skill required.⁴

Below you can find a table about the future employment growth (% change) in EU27 in 2020-2030 across sectors:



⁴ https://skillspanorama.cedefop.europa.eu/en/dashboard/future-jobs?year=2020-2030&country=EU27_2020#1

Below you can also find graphs about the Future employment needs in EU27 in 2020-2030:



From the evidence showed above, the studies carried and the feedback from the partners, we have identified a set of fields in which replicating the NT4EU training model could bring advantages.

- **Science, Technology, Engineering and Mathematics (STEM) field in general**

In 2020 was released the European Skills Agenda for sustainable competitiveness, social fairness and resilience, that aimed at setting quantitative objectives for upskilling (improving existing skills) and reskilling (training in new skills) to be achieved within the next 5 years. It is pointed out, that in a time of fast technological innovation, companies need people with high level skills in STEM subjects. However, in Europe graduates from STEM tertiary education, are less than two million STEM graduates every year; this number needs to increase.

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Graduates in tertiary education, in science, math., computing, engineering, manufacturing, construction, by sex - per 1000 of population aged 20-29 [educ_uoe_grad04]

Last update: 17-11-2020

Table Customization show

TIME GEO Unit of measure
+ Sex + International Standard Classification of Education (ISCED 2011) Per thousand inhabitants
+ Total + Tertiary education (levels 5-8)

	2012	2013	2014	2015	2016	2017	2018
European Union - 27 countries	:	:	18.5 ⁽⁶⁾	19.0	18.7 ⁽⁶⁾	:	19.6
European Union - 28 countries	:	:	19.1 ⁽⁶⁾	19.4	19.3 ⁽⁶⁾	:	20.4
Belgium	:	13.0	14.0	13.3 ⁽⁶⁾	14.3	13.6	14.0
Bulgaria	:	14.6	14.2	14.6	13.9	14.3	13.6
Czechia	:	16.9	16.6	17.2	17.0	16.8	16.5
Denmark	:	19.9	20.8	20.2	23.3	22.6	23.3
Germany (until 1990 former territories)	:	17.8	19.3	20.5 ⁽⁶⁾	20.1	20.4	20.1
Estonia	:	15.6	13.5	15.5	16.2	16.5	15.7
Ireland	:	21.6	23.9	29.8	30.6	32.7	35.2 ⁽⁶⁾
Greece	:	15.7	16.2	16.9	17.1	17.9	17.6
Spain	15.6	19.4	21.1	22.4	21.6	21.9	21.5
France	:	:	:	24.7	25.5	26.2	26.6 ⁽⁶⁾
Croatia	:	15.5	15.7	16.8	17.1	18.5	18.6
Italy	:	13.8	13.9	:	13.8	14.5	15.5
Cyprus	:	6.6	7.5	10.0	10.2	10.1	10.0
Latvia	:	14.1	13.1	12.9	12.7	12.7	13.8
Lithuania	:	22.5	19.3	18.5	18.0	18.9	19.9
Luxembourg	:	3.6	3.5	3.4	3.9	3.8	4.0
Hungary	:	11.2	12.2	12.2	12.6	12.1	12.2

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Suggestion to replicate the model

The NT4EU model could be used to develop trainings to raise awareness among migrants and refugees about the future importance of STEM education in the future and accompany them to a future education in this field.

- **Mathematics and ICT**

In education, the highest share of low achievers is in mathematics. Thanks to the study “Skills for the Labour market”⁶, results in reading and science literacy are slightly better than the ones for mathematics, but both worsened considerably over time. Besides, in many European countries, especially in those with better education rates, adults follow education and form themselves to adapt knowledge to the new circumstances.

⁵ Eurostat, Graduates in tertiary education, in science, math., computing, engineering, manufacturing, construction, by sex - per 1000 of population aged 20-29[educ_uoe_grad04]

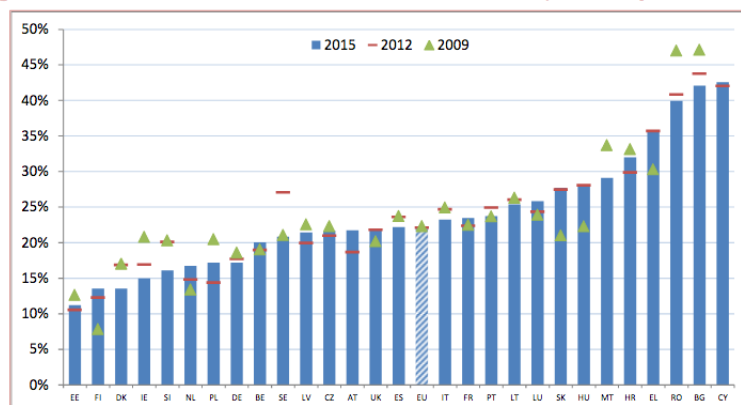
https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_uoe_grad04&lang=en

⁶ European Commission, European Semester Thematic factsheet: Skills for the labor market”, 2017

https://ec.europa.eu/info/sites/info/files/european-semester_thematic-factsheet_skills-for-labour-market_en_0.pdf

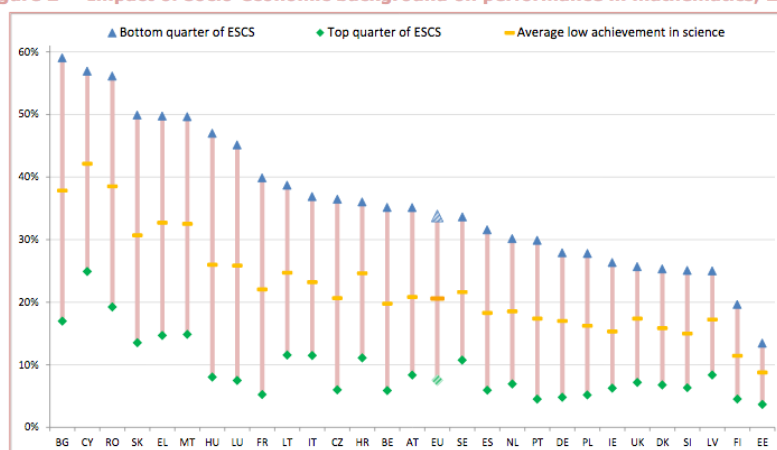


Figure 1 –Shares of low achievers in mathematic skills in PISA, selected years



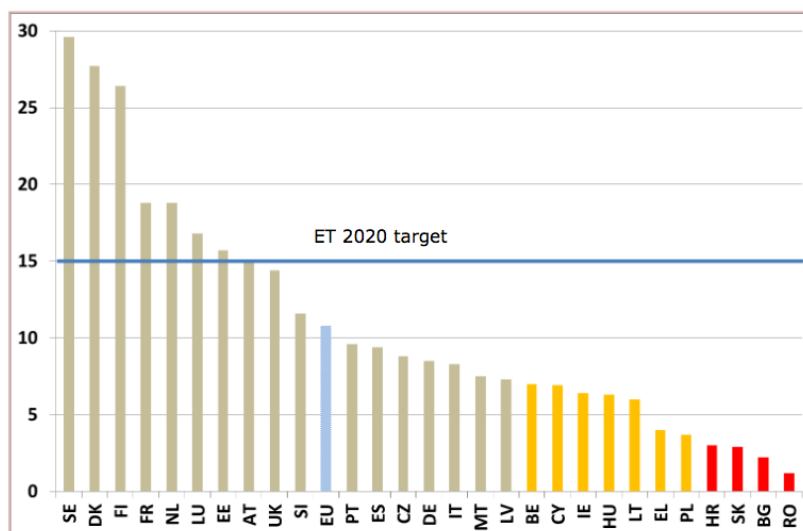
Source: OECD (PISA).

Figure 2 – Impact of socio-economic background on performance in mathematics, 2012



Source: OECD (PISA).

Figure 11 – Participation in adult lifelong learning (population aged 25-64,%, 2016)



Source: Eurostat, Labour Force Survey








Suggestion to replicate the model

The NT4EU model could be replicated to provide a deeper knowledge of Mathematics and its application on ICT. This training could provide migrant and refugee students (youngsters and adults) with ICT knowledge and mathematics to discover the software/data labour opportunities, especially after the pandemic times when all our main activities have turn into digital and data processing.

○ Artificial Intelligence

Artificial Intelligence (AI) is developing fast. It will change our lives by improving healthcare (e.g. making diagnosis more precise, enabling better prevention of diseases), increasing the efficiency of farming, contributing to climate change mitigation and adaptation, improving the efficiency of production systems through predictive maintenance, increasing the security of Europeans, and in many other ways that we can only begin to imagine. At the same time, AI entails a number of potential risks, such as opaque decision-making, gender-based or other kinds of discrimination, intrusion in our private lives or being used for criminal purposes. It is better to anticipate future skills need.

The Commission launched the Communication on Building Trust in Human-Centric Artificial Intelligence on 8 April 2019 (COM(2019)168 final).⁷ Ensuring that European values are at the heart of creating the right environment of trust for the successful development and use of AI, in the communication the Commission highlights the key requirements for trustworthy AI:

-  Human agency and oversight
-  Technical robustness and safety
-  Privacy and Data Governance
-  Transparency
-  Diversity, non-discrimination and fairness
-  Societal and environmental well-being
-  Accountability

In 2020, the Commission adopts an overarching presentation of the Commission's ideas and actions for Shaping Europe's Digital Future, A European strategy for data⁸ and White Paper on Artificial Intelligence — A European approach to excellence and trust⁹.

Suggestion to replicate the model

The NT4EU training model could be used to raise awareness about the importance of this field and provide migrant and refugees students with the basics of AI knowledge and its possible “ethical”

⁷ European Commission, Communication on Building Trust in Human-Centric Artificial Intelligence (COM(2019)168 final), 2019

<https://ec.europa.eu/digital-single-market/en/news/communication-building-trust-human-centric-artificial-intelligence>

⁸ European Commission, Shaping Europe's digital future, 2020

https://ec.europa.eu/info/sites/info/files/communication-shaping-europes-digital-future-feb2020_en_4.pdf

⁹ European Commission, WHITE PAPER On Artificial Intelligence - A European approach to excellence and trust COM/2020/65 final, 2020

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A52020DC0065>



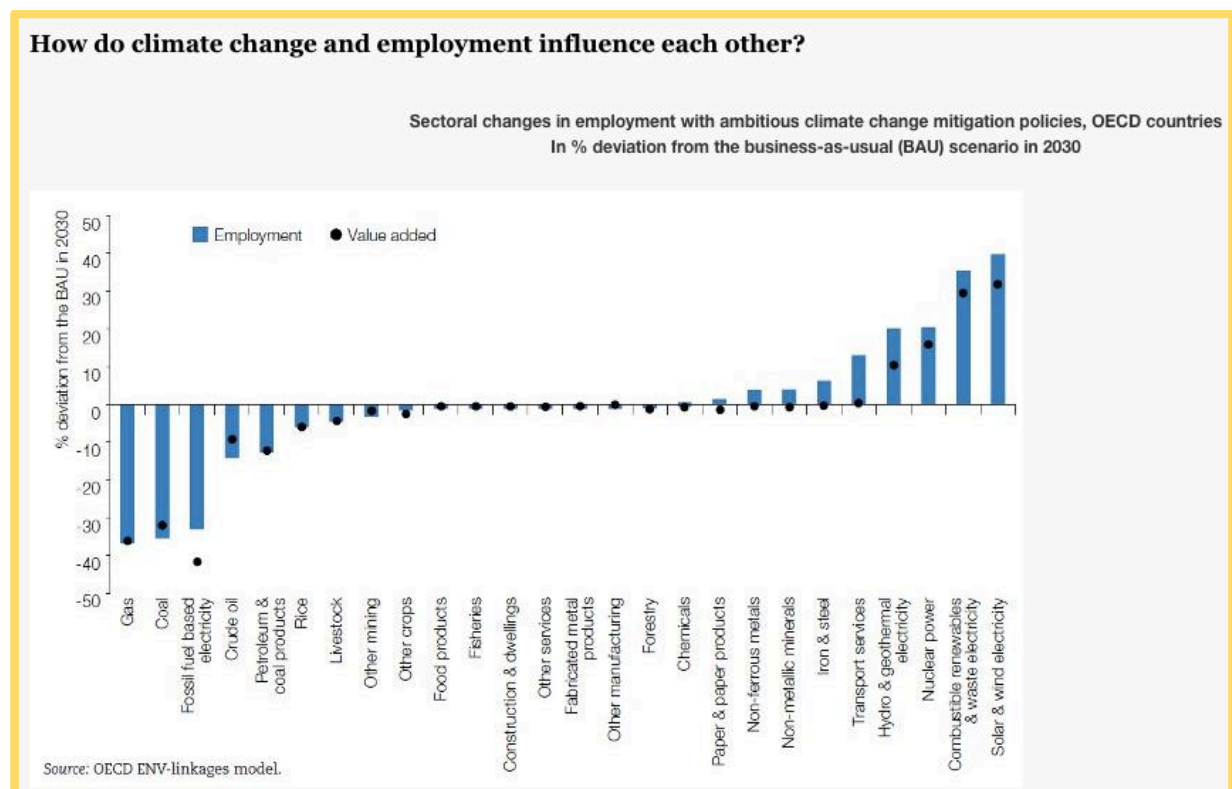
application for future jobs. If the training is successful, students could integrate an academic path on this field.

○ Green and digital landscape

The present transition towards a greener economy will create new opportunities for European workers, but also new challenges. This is why it is needed to maximise the benefits for workers.¹⁰

Green skills are those skills needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Cedefop defines green skills as “the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society”.¹¹

The European Skills Agenda for sustainable competitiveness, social fairness and resilience, pointed out the importance of green skills and the further need of such skills in the future. Green skills are among the priorities that the Commission urges Member States to act. Indeed, the EC encourages Member States “to train experts in green skills for the green economy”.



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¹⁰ OECD, Greening jobs and skills, <https://www.oecd.org/greengrowth/greening-jobs-skills/greeningjobsandskills.htm>




¹¹ EOOD and Cedefop, OECD Green Growth Studies: Greener Skills and Jobs – Highlights, 2014 http://www.oecd.org/cfe/leed/Greener%20skills_Highlights%20WEB.pdf

¹² OECD, Greening jobs and skills, <https://www.oecd.org/greengrowth/greening-jobs-skills/greeningjobsandskills.htm>



Suggestion to replicate the model

The NT4EU could be applied to raise awareness among refugees and migrants about:

-  The importance of green skills
-  Re-direct them through green skills trainings
-  And/or provide them with basic green skills depending on the existing skills that the target group already has.




○ Health and social care field

The human health & social care sector includes the provision of health and social work activities. This includes health care provided by trained medical professionals in hospitals and other facilities, residential care activities that still involve a degree of health care activities, and social work activities without any involvement of health care professionals.¹³ Healthcare is considered recession-proof and is expected to grow more than any other industry over the next decade; and after the COVID-19 pandemic, there will be an increase of demand in this field.

Moreover, with the rise of COVID-19, a set of new hygiene rules and safety measures are applied in all the work fields. Therefore, it is important that these are part of the basic knowledges provided to the workforce.

Suggestion to replicate the model

The NT4EU model could be applied to provide a deeper knowledge of:

-  Health and social care system.
-  Health and social care system new technological applications.
-  About the adaptation to new hygiene rules and safety measures to apply in the work field.

EXAMPLE BOX: CO&SO and the hygiene courses

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CO&SO decided to include these modules because, with the rise of COVID-19, they noticed an increasing demand from the labour market of employees with a preparation in the field of sanitisation and in possession of the mandatory certification for the respect of hygiene and food safety norms – HACCP (Hazard Analysis and Critical Control Points).

Through the Job Orientation module, CO&SO also tried to calibrate the online work research in the fields that require the possession of HACCP certification (cleaning, kitchen, canteen, etc.)

¹³ Health and social care in the Skills Panorama website:

<https://skillspanorama.cedefop.europa.eu/en/dashboard/browse-sector?sector=06.16&country=#1>





○ Entrepreneurial skills and social entrepreneurship

The European Skills Agenda for sustainable competitiveness, social fairness and resilience released in 2020, also pointed out that “a significant number of people in Europe have entrepreneurial aspirations, including an increasing trend towards social entrepreneurship. Both foster job creation and contribute to economic growth by increased competition, productivity and innovation. Career guidance systems and practices should cover properly the entrepreneurial dimension. Raising awareness of social entrepreneurship and other social economy business models can also help increase the appeal of and interest in entrepreneurship. Social economy being a pioneer in job creation, for example linked to circular economy, also supports social inclusion and green transition.”

Entrepreneurship and in particular social entrepreneurship could be a valid option for migrants and refugees to integrate the labour market. Indeed, migrant entrepreneurship is already present in Europe and brings a significant contribution to Europe from both an economic and social point of view.¹⁴

Suggestion to replicate the model


The NT4EU model could develop new training in the following fields:

-  Entrepreneurship in Europe: how to become an entrepreneur, access to finance, national legislations, European markets, etc.
-  Basics on social entrepreneurship and social economy


¹⁴ EMEN project, Inclusive Ecosystems: towards a comprehensive support scheme for migrant entrepreneurs in Europe, 2020 http://emen-project.eu/wp-content/uploads/2020/09/D3.1-Inclusive-Ecosystems_towards-a-comprehensive-support-scheme-for-migrant-entrepreneurs-in-Europe-FINAL.pdf





Annex II: Partners inputs for the replicability

	Target group	Kind of organisations that might be interested in replication	Field in the country where this training can be replied	How to get funding to implement the training	Enablers	Barriers
	<p>Refugees with official status, therefore with equal working rights in France. Moreover, we aimed at finding refugees who had a pre-defined employment project, for whom the basic IT skills could also help their employment project and therefore increase their employability.</p>	<p>Vocational training providers interested in adding IT skills to their training programme.</p> <p>Training providers who have experience with full-time training courses with other target groups, who wish to integrate refugees into their courses.</p>	<p>Any vocational skills that require practical training. The pedagogy of the model is entirely practice based. It is not the skills themselves which are the most important, but rather the way they are taught.</p> <p>The same applies for soft skills, which are necessary in all types of training and professional environments.</p>	<p>In France, most funding for these types of training comes from the public sector. IT training in particular has seen an increase in funding (whether it be for basic IT skills or for vocational training). Public funding comes through two main areas: specific funding aimed at training refugees, and professional training funding for IT. It is important to try to find local funding as much as possible.</p>	<p>Simplon model is particularly easy to replicate within France because of available funds.</p>	<p>Covid 19 has clearly had an effect on the job market, particularly for our students.</p> <p>Beyond Covid, one of the main barriers is in properly coordinating actors in the field, particularly when we try to integrate the IT training within a global market integration programme. Coordinating the different actors in a geographical area is a real challenge.</p>



	<p>Refugees, asylum seekers, and people from disadvantaged backgrounds (including Single Parents with low household income, experiencing mental health, learning or physical disabilities, Ex-offenders experiencing discrimination, People living below the local poverty line, Minorities + Women experiencing discrimination to gain thriving careers, Long-term unemployed without career prospects).</p>	<p>Training providers of any professional skills that work with volunteers as delivery members of the program.</p> <p>Other training provider of tech skills that want to enhance their experience with volunteering mentorship .</p> <p>Training providers working offering part-time training that want to maximise flexibility to their students.</p>	<p>Training providers of any vocational skills that require practical training.</p> <p>Art/Crafts training that would benefit from professional mentorship.</p> <p>Project management apprenticeship that builds on a network of role models.</p>	<p>Apply for grants that support organisations working with vulnerable populations.</p> <p>Offering sponsorship packages to corporates to become partners of the program in exchange for corporate social responsibility-related programs .</p> <p>Obtain education fees from recruitment organisations.</p>	<p>CodeYourFuture model can be easily replicated across lots of different content and disciplines as our model is detached from our content .</p> <p>As it builds up volunteers bases in locations the course becomes easier to run.</p> <p>CodeYourFuture is resilient to changes market desires in our students' skills due to our flexibility in what we teach.</p>	<p>In order to deliver content, CodeYourFuture needs access to often highly skilled professionals to deliver training .</p> <p>The economic recession resulting from Covid-19 could negatively affect the jobs market for our graduates.</p>
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<p>Hungary</p> 	<p>The target group of the Hungarian pilot programme was third-country nationals lawfully residing in Hungary – refugees included.</p>	<p>NGOs that support migrants and refugees on a regular basis.</p> <p>Institutions of adult education, often operating on a commercial basis.</p>	<p>Health and social care field.</p> <p>Science, Technology, Engineering and Mathematics (STEM).</p> <p>Artificial Intelligence.</p>	<p>Funds from abroad through international institutions and NGOs.</p>	<p>Available international funds.</p> <p>Local stakeholders.</p>	<p>Political climate.</p> <p>Lack of national funds.</p> <p>Multinational corporations employing third-country nationals have little interest in reconsidering their existing training methods and recruitment practices in partnership with NGOs.</p>
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<p>Italy</p> 	<p>Asylum seekers and refugees.</p>	<p>The trainings could be replicated by any other organization working with migrants especially in the field of job insertion. Cooperatives are key actors for the integration success. Training Agencies and other Adult Education Providers as well.</p>	<p>It could be replicated in other fields, and even addressed to other target, for example disadvantaged people.</p>	<p>In Italy, there are some fundings dedicated to promote the job insertion of migrants and the pay even a pocket money for the internship period, this is the best model we had in the third training.</p>	<p>CO&SO can change according to new request of the market and of the language level of participant.</p>	<p>The main barriers could be the lack of funding as this target is not in the position to pay for the training that is very high level and is expensive as well.</p>
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