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## ICT4TCN

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

**Task 1.4: Development of the Transnational report | IO1:  
Assessment of prior IT-related learning background and  
skillset of third country nationals**



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## Table of contents

|   |    |
|---|----|
| 1. Introduction.....  | 3  |
| 2. Brief summary of the desk research at transnational level .....  | 3  |
| 2.1. Key figures and statistics regarding the socio-economic characteristics of TCNs in Greece, Spain, Czech Republic, Lithuania.....                     | 3  |
| 2.2. Problems/ obstacles faced by TCNs regarding their integration and their access to the labour market.....   | 5  |
| 2.3. Employment or other policies affecting TCNs and their integration in the labour market   | 7  |
| 2.4. State-of-the-art capacity building programmes targeted to TCNs, especially those which are ICT field oriented .....                                  | 10 |
| 2.5. TCNs training and educational needs related to the labour market.....  | 12 |
| 2.6. ICT industry labour market training needs.....   | 13 |
| 3. Brief summary of the key findings reached transnationally through the online survey.   | 17 |
| 3.1. Methodology reached .....  | 17 |
| 3.2. Key findings and main conclusions reached.....   | 17 |
| 4. Brief summary of the key findings reached through the organized focus groups with professionals working with adult ICT educators transnationally ..... | 21 |
| 4.1. Methodology reached .....  | 21 |
| 4.2. Key findings and main conclusions reached.....   | 21 |
| 5. Brief summary of the key findings reached through the organized focus with adults TCNs transnationally.....  | 25 |
| 5.1. Methodology reached .....  | 25 |
| 5.2. Key findings and main conclusions reached.....   | 25 |
| 6. Brief summary of the key findings reached transnationally through the targeted consultation with selected key stakeholders .....                       | 29 |
| 6.1. Methodology reached .....  | 29 |
| 6.2. Key findings and main conclusions reached.....   | 29 |
| 7. EU level conclusions and recommendations that should be linked with the capacity building programme (O2).....  | 32 |
| 8. References .....   | 34 |
| 9. Annex 1. Catalogue of selected good practices in EU level.....   | 36 |
| Greece .....  | 36 |
| Czech Republic.....   | 39 |
| Lithuania.....  | 44 |
| Spain .....   | 46 |

## 1. Introduction

The current transnational consolidates the findings of all national reports drafted under the framework of the project “ICT4TCN- Facilitating the access to the ICT labour market of third country nationals by developing further their existing skillset”, aiming at further investigating and assess the prior IT-related learning background and skillset of third country nationals (Output 1). In particular, the report reflects the key conclusions reached through the desk and field research that took place in the four (4) involved EU countries: Greece, Czech Republic, Lithuania, Spain.

The report aims at providing a sound and up-to date knowledge base necessary for the preparation of the upcoming project activities. The feedback reflected through the current report will be extensively and effectively evaluated for structuring the capacity building programme assigned to the O2 and for ensuring the ICT4TCN project effective implementation.

To this end, the ICT4TCN project aims at facilitating the access of Third Country Nationals (TCNs) to the labour market, by capitalising on their existing IT skills & competences and by building their capacities further, based on actual labour market needs. The project is being implemented in Greece, Spain, Czech Republic, Belgium and Lithuania, which share both significant populations of TCNs and considerable national ICT industries.

The expected change that the project will bring is to contribute to tackling the problems of unemployment of skilled TCNs by introducing them to jobs that meet their qualifications, which will also give an additional boost to the local ICT markets.

## 2. Brief summary of the desk research at transnational level

### 2.1. Key figures and statistics regarding the socio-economic characteristics of TCNs in Greece, Spain, Czech Republic, Lithuania

All countries involved in the project, **Greece, Spain, Czech Republic, Lithuania** have significant and growing migrant population. In **Greece**, the total number of international migrants at mid-year 2019 (UN DESA, 2019) was 1.2 million, with the international migrant stock as a percentage of the total population at mid-year 2019 (UN DESA, 2019) being 11.6 %. Among these populations, the share of female migrants in the international migrant stock at mid-year (UN DESA, 2019) was 53,8% for Greece.

In **Lithuania**, there are almost 58,000 foreigners (having temporary or permanent residence permits), which is about 2% from general population. This number has increased about 63% in last 5 years<sup>1</sup>. The clear majority is from Ukraine (28%), Belarus (20%) and Russia (21%), as well

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<sup>1</sup> Migration Department of the Republic of Lithuania. Official statistics (2018). <https://www.migracija.lt>

as arrivals from other EU countries. More and more foreigners from India, the United States, Turkey, Syria and other countries are coming to Lithuania.

**Spain**, according to IOM and as it reflects in its World Migration Report of 2018<sup>2</sup>, has become one of the top 20 countries of destination for international migration, occupying tenth position. The number of foreign residents in Spain is 5,535,079, which represents approximately a 10% of Spanish population. Depending on the type of legal regime applied, it can be seen that the classification situates 3,353,325 (60.6%) foreigners in the EU Free Movement Regime and 2,181,754 (39.4%) in the General Regime. The 15 most numerous nationalities represent 74.0% of the total. Eight of them correspond to European Union countries, including Romania (47%), the United Kingdom (49.5%) and Italy (43.2%). Among the most numerous groups of extra communitarians countries, it includes Morocco (33.7%), China (10.1%), Ecuador (116.7%) and Colombia (7.8%).

The migration situation in the **Czech Republic** has been undergoing significant progress since the 1990s, when the Czech Republic ceased to be a transit country and gradually became a destination country for migrants. Immigration to the Czech Republic began to increase and since 1989 the number of foreigners has increased more than thirteen times. The largest group of third-country nationals by nationality is traditionally Ukrainians (126 thousand), followed by citizens of Vietnam (60 thousand) and Russia (35 thousand). Moreover, citizens of the United States (6.5 thousand) and Mongolia (6 thousand) also possess long-term or permanent residence in the Czech Republic.

**In terms of employability and participation in the labour market**, a general conclusion reached though several surveys conducted by OECD is that in the EU, immigrants are less likely to be employed than the native-born, which is due to the wide employment gap between the native-born and non-EU migrants. In almost half of EU countries, low-educated immigrants have higher employment rates than their native-born. By contrast, highly educated immigrants are less likely to be employed than their native peers in virtually all countries. In all OECD and EU countries, immigrants (particularly non-EU migrants in the EU) have higher unemployment rates than the native-born.

**In Greece**, the share of working age migrants (20-64) in the international migrant stock at mid-year 2019 (source UN DESA, 2019) was 82,6%, whereas the overall trend was 74,2%. As per the Tertiary-level students (origin country) (Unesco, 2018), they counted to 37.5 thousands. The Migration Data Portal and the statistics provided through OECD data source concerning the snapshot of migrants' integration and well-being status, reveal that Greece is the country with the highest value worldwide (28,6%) in the unemployment rate of foreign borns, and the second country (after Sweden) with the highest value worldwide (10%) with unemployment gap. The employment rate of migrants (people in employment as a percentage of the population of working age, aged between 15 and 64 years old) was around 53% (65% men, 42% women) in Greece in 2017 (OECD, 2018), when the EU total (28) was around 64% (73% men, 57% women). Regarding the unemployment rates among general population and third country nationals in 2017 (% of active population 15–64 -year-olds) in Greece, 28% of TCNs were

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<sup>2</sup> IOM: World Migration Report (2018) [https://publications.iom.int/system/files/pdf/wmr\\_2018\\_sp.pdf](https://publications.iom.int/system/files/pdf/wmr_2018_sp.pdf)

unemployed when the general population unemployment rate was around 22% (Eurostat, 2018). According to Synthesis Report for the European Migration Network Study, 2019, third-country nationals were most frequently employed in the secondary sector, namely manufacturing and particularly construction (in the case of Greece) and in the processing industry which suggests predominantly low-skilled jobs. As regards the level of education of Third Country Nationals, in **Greece** 24% of TCNs (% of 15-64, not in education), are classified in the very low educational level (ISCED 0-1, only completed primary education), 51% in the low educational level (ISCED 0-2, no higher than lower secondary education), and 10% in the high educational level (ISCED 5-8, tertiary education), (OECD, 2018). In particular, according to OECD (2018) recent migrants (< 10 years) distribution by level of education in Greece is the following: 53% of TCNs have low educational level (ISCED 0-2) and 15% in the high educational level (ISCED 5-8).

In **Lithuania**, the data from Employment Service<sup>3</sup> indicate the majority of TCN come to Lithuania to work - chefs, wide profile builders, carpenters, drivers of international passenger transport vehicles. Distribution of employability is higher in the building sector (around 50% in 2018), then the services sector follows (around 30% in 2018), the industry (around 18% in 2018) and at last the agricultural sector (around 4% in 2018). Other economic sectors in which TCN found employment are: Wood processing & production; Poultry manufacturing; Beauty & hairstyling; Food manufacturing; International service center; Automotive; Sewing & knitting.

In **Spain**, most of TCNs are in the services sector, which in December 2018 accounted for 73.26% of the total. The remaining percentages are distributed among 7.16% of industry, 8.04% of construction and 11.55% of agriculture.<sup>4</sup>

As regards categories of jobs performed by migrants in the **Czech Republic**, a majority fall into the category of semi-skilled occupations, with a growing prominence of both high and low-skilled occupations. According to the Ministry of Labour and Social Affairs the majority of TCNs are working in the following sectors of economy: Manufacturing (33 thousand), Construction (17 thousand), Accommodation and food services (14 thousand), Repair of vehicles and motorbikes (16 thousand). The majority of the above mentioned sectors of economy generally do not require from employees specific knowledge, high level of education and developed technical skills.

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

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

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<sup>3</sup>

[https://www.ldb.lt/Informacija/Patarimai/PatarimaileskantiemsDarbo/Puslapiai/registracija\\_darbo\\_birzoje.aspx](https://www.ldb.lt/Informacija/Patarimai/PatarimaileskantiemsDarbo/Puslapiai/registracija_darbo_birzoje.aspx)

<sup>4</sup> Occupational Observatory: Foreign Labour Market Report, data from 2018 (2019)

<http://www.segsocial.es/wps/portal/wss/internet/EstadisticasPresupuestosEstudios/Estadisticas/est8/est10/est290/est292/est293>

- **Lack of language skills.** In general, knowledge of the national language is fundamental to socio-economic participation and integration.
- **Lack of recognition of qualifications.** This lead inter alia to being occupied in jobs that does not match the skills and qualifications.
- **Discriminatory practices.** Third-country nationals could still be subject to discrimination in recruitment processes.

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

- Creating tolerance in mainstream society and combating discrimination.
- Promoting civic participation and citizenship engagement through providing information on rights, responsibilities and obligations, access to services and transferring of values.
- Integrating a high number of newly arrived TCNs.

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

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

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

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

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

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

Apart from the above, **Czech Republic** reports some additional primary obstacles for successful integration of third country nationals:

- The legislative framework on migration addresses little more than regulating the entry and residence of foreign citizens in the Czech Republic and related matters. However, this legislation is extremely complicated and often even experienced lawyers face challenges navigating in it.
- The current Czech migration situation reflects the idea that foreigners coming for work are merely substituting for a temporary reduction in the domestic workforce, and that

the foreigners would leave the country once work opportunities ran out. This also includes the false perception of migrant workers as just a cheap workforce willing to do dull, dirty, degrading and dangerous jobs.

- Migrant labour rights remain an area of particularly serious concern. It is common practice for foreigners to work long hours, to be housed in overcrowded dormitories, facing exploitation by employers and in many cases, not even receiving the agreed wages or compensation.
- In both European and international comparison, the Czech Republic nowadays stands among the least tolerant and most prejudiced countries towards migrants.

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

**Greece** introduced a **National Strategy for the inclusion of third-country nationals** in April 2013. The Strategy places emphasis on training and skills development of TCNs in Greece; thus it sets out the categories of professions for which there have been increased needs in the last five years, such as: seasonal employment (tourism), transfer of fishery workers, highly qualified workers, and transfer of seasonal workers to the agricultural economy. In addition, the strategy also includes measures on access to: social and health services, reception and introductory courses, combating informal employment by fostering legitimate employment, combating discrimination and the promotion of equal treatment, putting strong emphasis on vulnerable groups such as women, children, elderly people and people with disabilities. The National Strategy has also highlighted the need for an integration policy that facilitates access to jobs, higher salaries or highly qualified jobs, to first and second-generation third-country nationals, by improving recognition of the education and professional training they have received abroad.

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

1. Provide information on the work context (IKA, OGA, OAEE (TEBE, TAE, TSA), OAED, security contributions, stamp etc.).
2. Establish a site for offering and demanding employment.
3. Promote third country citizens' information on the way to deal with discrimination they may be subject to and encourage them to file complaints.
4. Enhance corporate social responsibility.
5. Facilitate TCNs' approach with prospective employers.
6. Guide third country nationals in high development areas that create jobs.
7. Create personalized programmes or implement mentoring actions by businesses or civil society organizations.
8. Encourage third country nationals to make full use of their skills and competencies.
9. Improve the recognition of skills and relate skills to market needs.
10. Attract highly skilled workers to the EU (and the country).
11. Offer immigrants access to the pilot project entitled 'Minimum Guaranteed Income' carried out in the reference year to support low-income people, granted on condition



of a previous five-year legal residence in the country. Note that this pilot project included.

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

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

- The policy entitled ‘HELIOS (HELLenic IntegratiOn System)’ is implemented by January 2018 under the coordination of the Ministry for Migration Policy in collaboration with the Municipality of Livadia and the Municipality of Thiva and the International Organization for Migration. The project aims to successful integrate third-country nationals, especially women and vulnerable persons into the local community, through strengthening the social services of the afore-mentioned Municipalities by IOM, with specialized staff and interpreters to provide advice on labour market integration, social participation and respect for human rights.
- The operation of the Employment Office of the Greek Council for Refugees (GCR). The office operates since 2000 and helps hundreds of newly comers and recognised refugees by facilitating their transition to the labour market and by supporting of finding paid employment. The main objective of the office is to support jobseekers to find their first job in Greece.
- The ‘Paralegals programme in rural areas of Greece, started by 2017 and funded by Rights, Equality & Diversity, aims to train volunteer paralegals in rural areas of the country, specifically in Nea Manolada, Ilia and Filiatra in Messinia (local and region coverage). The training programs address to land workers, who belong to the Bangladeshi and African communities respectively.
- The “Stepping Stone” Educational Integration Programme was launched by METAdrasi (NGO) in May 2017 and aims at facilitating the integration of refugees and migrants through educational activities and internships. METAdrasi supports the efforts of the beneficiaries by evaluating and strengthening their abilities, as well as preparing them for employment through a paid apprenticeship.

In **Lithuania**, the analysis of the political<sup>5</sup>, strategical<sup>6</sup> and law<sup>7</sup> documents shows that the integration of third-country nationals receives considerable attention and this is taken care of by the Ministry of Social Affairs and Labour through the established foundation. It is also shows

<sup>5</sup> <https://socmin.lrv.lt/lt/veiklos-sritys/es-investicijos/prieglobscio-migracijos-ir-integracijos-fondas>

<sup>6</sup> The Strategic Document for Integration of Third-Country Nationals. <http://www.diversitygroup.lt/wp-content/uploads/2016/11/TCN-Integration.pdf>

<sup>7</sup> <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/31d148100a1911e98a758703636ea610?positionInSearchResults=6&searchModelUUID=e27a4cd7-4ffa-4784-ba08-210980bd79ec&fbclid=IwAR1NSNs7gcW7ecN2juis0SaYJhRKQIDcpdlIRCsdBa6lfjPUbcFyjqCcn0>



that the integration of third-country nationals primarily organises through the teaching of the Lithuanian language, the organization of vocational training courses for foreigners and the recognition of their qualifications; no specific policy documents, strategies related to ICT training, digital competence and its improvement for third-country nationals were found.

Regarding immigration politics guidelines, **Spain** has signed bilateral cooperation agreements on immigration together with countries as Morocco, Colombia, Ecuador or Dominican Republic<sup>8</sup>. It is important as well to remark that since 2013<sup>9</sup>, Spain has specific regulations on qualified migration for those entrepreneurs that wish to develop an innovative activity within Spanish economy interests<sup>10</sup>. For instance, since 2012 it was created the Rising Start Up Spain programme<sup>11</sup>, for foreign start-ups and entrepreneurs which main aim is to attract talent and international entrepreneurs to Spain. Spain is the only European country that allows and encourages the registration of TCNs. In exchange for their registration, they receive free access to public health and education in the same conditions as regular immigrants or Spaniards<sup>12</sup>.

In Spain, it is Law 12/2009, 30th October, in charge of regulating the right to asylum and subsidiary protection<sup>13</sup>. By being an applicant for asylum, it provides them the right to: remain in Spain while their application is being resolved, receive legal and health care, receive specific social benefits and to be documented as an applicant for international protection.

As reported by the Ministry of the Interior, during 2018, 55.749 applications were submitted which represents a 75.64% increase over the 31,740 applications registered during the year 2017. In terms of countries, Venezuela, Colombia and Syria lead the origin of applicants for international protection.<sup>14</sup>

In **Czech Republic**, due to the critical lack of workforce in the past few years, immigration and specific labour migration schemes have become indispensable tools of sustaining economic growth. As a result, employment and entrepreneurship remain the predominant purpose of

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<sup>8</sup> López-Sala Ana and Stanek Mikolaj. «Labor market needs or international political agenda? Designing temporary working programmes in Spanish migration policy» (2000-2010)  
<http://www.proyectos.cchs.csic.es/circular/es/resultados-y-publicaciones?page=1>

<sup>9</sup> Law 14/2013, 27<sup>th</sup> September, on support for entrepreneurs and their internationalisation  
[https://www.boe.es/diario\\_boe/txt.php?id=BOE-A-2013-10074](https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-10074)

<sup>10</sup> REM. Annual Report on Migration and Asylum 2017. Spain  
[http://extranjeros.mitramiss.gob.es/es/redeuropeamigracion/Informe\\_Anual\\_Politicass\\_Inmigracion\\_Asilodoc\\_2017/ANNUAL REPORT ON MIGRATION AND ASYLUM 2017 EN.pdf](http://extranjeros.mitramiss.gob.es/es/redeuropeamigracion/Informe_Anual_Politicass_Inmigracion_Asilodoc_2017/ANNUAL REPORT ON MIGRATION AND ASYLUM 2017 EN.pdf)

<sup>11</sup> Rising Start Up Spain programme <http://www.investinspain.org/invest/en/rising/index.html>

<sup>12</sup> CLANDESTINO PROJECT: Undocumented Migration: Counting the Uncountable. Data and Trends Across Europe  
[http://irregularmigration.net/typo3\\_upload/groups/31/4.Background\\_Information/4.3.Policy\\_Briefs\\_NATIONAL/Spania\\_PolicyBrief\\_Clandestino\\_Nov09\\_2\\_es.pdf](http://irregularmigration.net/typo3_upload/groups/31/4.Background_Information/4.3.Policy_Briefs_NATIONAL/Spania_PolicyBrief_Clandestino_Nov09_2_es.pdf)

<sup>13</sup> Law 12/2009, 30th October, regulates the right to asylum and subsidiary protection  
<https://www.boe.es/boe/dias/2009/10/31/pdfs/BOE-A-2009-17242.pdf>

<sup>14</sup> Spanish Ministry of Interior: Asylum in numbers (2018)  
[http://www.interior.gob.es/documents/642317/1201562/Asilo\\_en\\_cifras\\_2018\\_126150899.pdf/bd2b18d8-bacf-4c2a-9d08-e1952d53a10a](http://www.interior.gob.es/documents/642317/1201562/Asilo_en_cifras_2018_126150899.pdf/bd2b18d8-bacf-4c2a-9d08-e1952d53a10a)

long-term residence for the third-country nationals. These reasons are dominant especially among citizens of Ukraine and Vietnam, who also represent the largest groups of third-country nationals in the country as it was mentioned above. Czech government established several special regimes under which employers may find and hire workers in third countries in a speedy and simplified procedure. From 2018, there was the 'Regime Ukraine' with a doubled annual capacity, 'Regime Mongolia', 'Regime Philippines' and more recently also a 'Regime Serbia' (each at 1,000 persons per year).

However, despite TCNs barriers for labour market integration, migrants' situation in the Czech Republic is considered rather positive. Immigration has been an engine of substantial economic growth, and many of its effects have improved the lives of the local population.

One of the main tools created for overcoming above-mentioned obstacles is the joint effort of local governments, public administration and developed system of non-governmental and nonprofit organizations which focus on migration and offer various services to migrants, such as legal and social counseling, Czech language and social adaptation courses etc.

In Czech Republic many TCNs working in the Czech Republic have limited opportunities to apply for better jobs due to several reasons: language barrier, lack of education and training, social background etc.

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

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

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

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

- **Schools of Second Chance** are for adults who have not completed mandatory education. The duration of study is two years, which includes afternoon classes. Students who graduate obtain a certificate equal to the one obtained from a Gymnasium.
- **Centres for Lifelong Learning** operate in municipalities.

- **Greek language courses** for migrants and refugees are organised by Universities, NGOs, and Centres for Vocational Training. However, as noted by UNHCR, “the lack of Greek language classes, which most perceive to be required for integration, was a commonly referenced issue”.
- **Online language courses** are delivered by Universities in Greece such as the University of Aegean.

Regarding access to tertiary level education by TCNs, those having graduated from secondary education in Greece have access to tertiary education under the same conditions as Greek nationals, though participation in relevant examinations. In case of having graduated from secondary school in another country,; there are no special provisions of law facilitating TCNs to enter Universities in Greece.

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

- Athens Migrant Integration Center of the City of Athens offers free computer classes for refugees and migrants with the support of UNHCR, the UN Refugee Agency. The training programme is available to adults (beginners or advanced) interested in basic computing skills (Windows, Word, Excel και Internet). These classes aim to build skills and create professional opportunities for migrants and refugees. In addition to computer classes, as part of its efforts to promote social inclusion, KEM also offers individual professional counseling sessions, intercultural actions as well as Greek and English language courses. KEM also acts as a focal point for services to third country nationals, such as provision of information, psycho-social support, legal support and networking as well as collaboration with other organizations for referral purposes.
- The REBUILD project address immigrant integration through the provision of a toolbox of ICT-based solutions that will improve both the management procedures of the local authorities and the life quality of the migrants. The design approach is user-centered and participated: both target groups (immigrants/refugees and local public services providers) will be part of the user requirement analysis and participants in three 2-days Co-Creation workshops organized in the 3 main piloting countries: Italy, Spain and Greece, chosen also for their being the ""access gates"" to Europe for main immigration routes.
- The Intercultural Centre for the Promotion of the Integration of Refugees ‘- PYKSIDA’ of the Greek Council for Refugees- addressed to refugees and asylum seekers who reside in the country as an awareness centre of the local community- organizes and implements various cultural and educational activities such as Greek language courses, English language courses, personal computer courses, supportive teaching for refugee-students in Greek schools and awareness programmes of the student communities etc.

In **Lithuania**, vocational training for TCN (mostly in Russian and English language) available in large cities Vilnius & Kaunas: hairdresser, confectioner; builder, seamstress, painter, make-up artist. Evaluation of professional competencies of TCN takes place at vocational education

centres (VET) and at employer's workplace. As per the provision of support and assistance<sup>15</sup>. There are several websites, where migrants and foreigners can find a useful information related to different issues of moving/ returning to Lithuania, concerning work, education, integration, socialization, housing and healthcare:

The centre "Renkuosi Lietuva<sup>16</sup>", using the method of single point of contact, provides consultations to those Lithuanians who are returning from abroad or anyone thinking of moving to Lithuania. The IOM (International Organization for Migration)<sup>17</sup> provides Assistance on voluntary return and reintegration, Migration research, Integration and promotion of tolerance.

The Red Cross organization<sup>18</sup> helps refugees to socialize, as well as provides a free social, psychological and legal assistance. The organization is aimed at provision of services to promote the integration of third-country nationals and refugees, ensuring their safety, social and economic autonomy, guaranteeing basic needs and developing the competence to create a positive future in the host society. The services of the Center are intended for foreigners who have a residence permit but are not citizens of the Republic of Lithuania.

Regarding **Czech Republic**, all the residence of the Czech Republic (citizens as well migrants) can qualify for a particular profession by completing a qualification or retraining course. Czech governmental institutions, educational institutions as well as private companies are offering to the general public requalification courses in different spheres including ICT. Courses range mostly from 150 to 800 hours and cost approximately 5,000 CZK (around 200 EUR) to 50,000 CZK (2,000 EUR), some courses of basic knowledge and skills are provided for free, however their number is limited. Job seekers registered at the Employment department of Czech Republic can apply for retraining or re qualification courses reimburse, however it is not guaranteed by the law.

## 2.5. TCNs training and educational needs related to the labour market

**The education level of migrants has risen sharply over the past decades**, notably due to rising educational attainment across the world (Barro and Lee, 2013) and also to selective immigration policies introduced or further strengthened in OECD countries (OECD, 2017). Attracting, selecting and retaining migrants with skills adapted to the host-country labour market have become a policy objective for emerging economies (OECD/EU, 2014). However, despite having higher levels of education than in the past, migrants still have lower educational attainment than natives and face difficulties in the host-country labour market. Attracting migrants with high educational attainment might not be sufficient to ensure that they are

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<sup>15</sup> This chapter is based on in the Erasmus+ project report MyHandScraft Migrants' Hands & Skills to Create a Future Track

<sup>16</sup> <https://www.renkuosilietuva.lt/en>

<sup>17</sup> <http://www.iom.lt/en/home.html>.

<sup>18</sup> <https://www.redcross.lt/pagalba-pabegeliams>.

successful in the labour market, which is often determined by other factors, notably language proficiency, soft skills such as adaptability, or even the degree to which the knowledge and skills acquired prior to migrating can be transferred (Chiswick B. and Miller P., 2009).

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

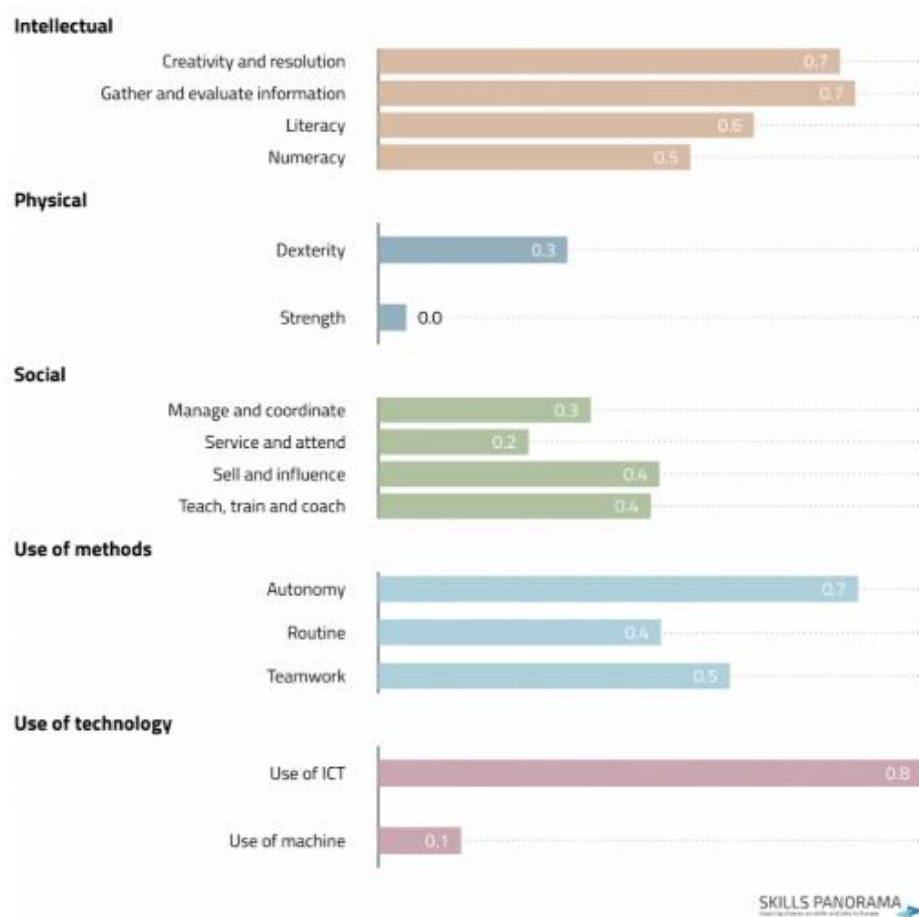
- IT skills are clearly linked with age groups: younger people have a higher IT skills composite
- The higher the educational level, the higher the level of IT skills is
- IT skills are a clear function of employment/ activity: the composite index is highest for individuals who are either employed, self-employed,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

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

## 2.6. ICT industry labour market training needs

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

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



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

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

In **Lithuania**, analysis of services in the ICT area identified that there are various events, promotions and separate ICT programs for adults. The employment services fund adult ICT courses by purchasing them from private suppliers. However, very few trainings targeted at

third-country nationals has been identified. Also, such training is mostly in Lithuanian language<sup>19</sup>.

There is a training on the basis of materials developed in transnational projects and based on a form of learning as a blended reversed training methodology is a good practice and an opportunity for third-country nationals to learn. Example could be ICARO project<sup>20</sup>. Using project capacity curriculum and training platforms for ICT skills prepared. The purpose is to provide learners with the basic skills required to use the internet for employment purposes including: searching for jobs online, creating and editing CV's, using employment websites, searching for employment information such as legislation. The module also equips learners with the knowledge required to keep their information safe online.

Another example could be DiSoCi<sup>21</sup>: Digital, Social and Civic Competences Development for Adult Educators Working with Migrants and Refugees. Intellectual outcomes as a result of projects usually is Open educational resources (OER) and could serve for TCN to develop ICT skills, as e.g. "JOB-YES: Choose a job not a dole"<sup>22</sup> Project No. 2014-1-LT01-KA204-000617 01.09. 2014 – 31.12. 2016. The Project offers innovative solutions to foster integration of people with disadvantaged background and fewer opportunities into the labour market by upgrading their low soft skills coherent with the employment-related key competences: sense of initiative and entrepreneurship, social and civic competences, digital competences and learning to learn.

Third example could be Information System on Adult Learning, SMISS<sup>23</sup>, created under support of European Regional Development Fund, project "Storage of Adult Learning programs and objects – online service". It aimed: 1. Create and install interactive e-learning service, to enable

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- <sup>19</sup> [https://www.aikos.smm.lt/Registrai/Kvalifikacijos-tobulinimo-programos/layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=KTP&f=KTPProg&key=205245&pt=of&ctx\\_sr=HgZ9eHhSO1JCtXEMkZ3pk2KiK1s%3d](https://www.aikos.smm.lt/Registrai/Kvalifikacijos-tobulinimo-programos/layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=KTP&f=KTPProg&key=205245&pt=of&ctx_sr=HgZ9eHhSO1JCtXEMkZ3pk2KiK1s%3d)
  - [https://www.aikos.smm.lt/Registrai/Kvalifikacijos-tobulinimo-programos/layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=KTP&f=KTPProg&key=86626&pt=of&ctx\\_sr=HgZ9eHhSO1JCtXEMkZ3pk2KiK1s%3d](https://www.aikos.smm.lt/Registrai/Kvalifikacijos-tobulinimo-programos/layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=KTP&f=KTPProg&key=86626&pt=of&ctx_sr=HgZ9eHhSO1JCtXEMkZ3pk2KiK1s%3d)
  - <https://www.prisijungusi.lt/renginiai/skaitmenine-savaite/>
  - <https://www.prisijungusi.lt/>
  - <http://vikc.lt/lt/pagrindinis-1/vyko-jau-tradicija-tap-skaitmeninio-ratingumo-mokymai-technologijos-ir-klas-2019--13611>
  - <http://pvkc.lt/wp-content/uploads/2019/01/Skaitmenines-rinkodaros-kursai.pdf>
  - <https://www.ldb.lt/LDBPortal/Pages/TrainingCourses/TrainingCourseList.aspx?branch=NotFormalTrainingCourses&pageId=c395b1c7-3a5e-47c9-8c8a-568ad1f35a41>
  - <https://www.codeacademy.lt/uzt-kursai/>

<sup>20</sup> [ICARO](http://www.icaro-softskills.eu) Project No: 2017-1-ES01-KA204-038271. [www.icaro-softskills.eu](http://www.icaro-softskills.eu)

<sup>21</sup> <http://disoci.eu/>

<sup>22</sup> <http://www.job-yes.eu/en/about>

<sup>23</sup> [www.smis.lt](http://www.smis.lt)



Lifelong Learning of adults. The Project System aimed to expand opportunities of online learning. The content consists of teaching/learning material on soft skills development in 9 areas, including IT and Digital literacy. However system is in Lithuanian language.

As regards **Spain**, bearing in mind that the European Digital Agenda approved in May 2010 sets e-inclusion as a strategic objective; Spain has paid special attention to this new dimension of growth and progress in an uninterrupted way through several successive plans. In 2013, Spanish Digital Agenda<sup>24</sup> was launched and it contained 106 lines of action structured around six major objectives, one of them including to promote inclusion and digital literacy and the training of new ICT professionals. As a result, Spain is committed to development of training programmes for the improvement of digital skills. For instance, the State Employment Agency has created the online platform Digitalízate<sup>25</sup> in which free digital skills trainings offered by major technology companies are gathered together for an easier access to.

For **Czech Republic** the field of ICT has over the past few years transformed into one of the most important sectors of the Czech economy. More than 35 thousand ICT enterprises in the country are employing around 150 thousand workers. However during the past years ICT businesses face increasing difficulties finding applicants and fill open positions. According to Eurostat data, 79% of Czech companies that recruited or tried to recruit ICT specialists had trouble filling those vacancies. This is the highest rate in the EU and nearly 30 percentage points higher than the European average (53%). Difficulties to fill open ICT positions in the Czech Republic increased by 12 percentage points compared to the previous year, the highest year-on-year increase among EU member states alongside France and Romania.

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<sup>24</sup> Spanish Digital Agenda <https://avancedigital.gob.es/planes-TIC/agenda-digital/Paginas/agenda-digital-para-Espana.aspx>

<sup>25</sup> State Employment Agency. Digitalízate Program: <https://www.fundae.es/digitalizate>

## 3. Brief summary of the key findings reached transnationally through the online survey

### 3.1. Methodology reached

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

The online questionnaire aimed to explore TCNs living in partner countries profiles, i.e. TCNs living in Czech Republic, Greece, Spain, Lithuania, their prior background, their employment status, their capacity/ knowledge and especially their skillset mostly in the area of ICT, along with investigating their relevant perceptions and expectations. Within this purpose feedback was received from 30 TCNs from each partner country. For facilitating the purposes and the uniformity of the survey, the same questionnaire was adopted by each project partner, based on both close and open questions, either in English or translated in project partner local languages according to what ensured a higher level of understanding on behalf of the target group addressed.

A **snapshot on respondents' demographic profile** per country is provided below:

- In **Greece**, 73,3% of participants were belonging to the 25-39 age group category, whereas 20% were between 18- 24. As far as their gender is concerned 66,7% were female and 33,3% male.
- In **Spain**, participants in the survey were equally shared to men and women (50% each). Half respondents (53,2%) were aged between 25-39. Two groups of 7 respondents each were 18 to 24 years old and 40 to 60.
- In **Lithuania**, half of respondents (14) were young people from 18 to 24 years old and 2 respondents – over 40. The rest were between 25 to 39. Distribution per gender was equal (half and half).
- In **Czech Republic**, 86% of respondents were belonging to the age group of 25-39 years old.

### 3.2. Key findings and main conclusions reached

**As per the educational and employment status of participants**, a common conclusion reached for all participated countries except Czech Republic is that **the majority of respondents hold a secondary education degree**. On the contrary, in Czech Republic the majority has Bachelor's degree (around 33%). As per their employment status the majority of respondents in Greece and Lithuania are unemployed, whereas in Spain and Czech Republic are employed. In all cases working in an ICT department seem to be a rather rare phenomenon for TCNs.

Regarding predominant occupations of the employed TCNs, in **Greece** they were mentioned to be assistant and waitress, with their majority of them declaring to have been in current organization from 1 to 2 years. In **Spain**, job titles vary and cover different sectors, such as: hospitality services, bar, housekeeper, copywriter, cleaners, journalists, caregivers. Regarding

how long they have been working for their organization, 33,3% (10) of respondents answered less than one year. The rest respondents' answers are shared equally between the categories 1 to 2 years, 2 to 5 years and 5 to 10 years. Still, 80% (24) answered that they do not work nowadays in ICT department. In **Lithuania**, the employed staff mentioned the following job titles: builders in the construction sector, lecturer, hotel chambermaid, management-training consultant, jobseeker consultant, cleaner. Concerning the duration of occupation in the same organization, the higher part of respondents has been employed from 1 to 2 years.

Almost all respondents from partner countries declared that they do **own a personal PC/ Laptop/ Smart phone and they use it in daily basis**. However, **only few of them have attended an ICT training** (6,7% in Greece, 25% in Czech Republic- most of them were part of school or university programmes), except for Spain, where 70% have attended ICT courses. The most frequent ones have been: online marketing, Microsoft Office pack basic and intermediate training level, general ICT learning, search engine optimization basic training, cyber security.

It was commonly shared the view that **ICT knowledge plays an essential role in TCNs life and career**, with specific examples or main reasons to be: Finding job, communicating purposes, completing job tasks, collecting information, doing exercises, improving knowledge, information purposes. Within this ground, they are familiar with using Microsoft Office and the Internet for the above-mentioned purposes, whereas they find ICT to be important and essential in a daily routine especially for their work, as well as for entertainment.

**With regard to TCNs level of knowledge of ICT per key competence areas**, the following main conclusions reached transnationally:

- **Competence Area- Information and data literacy:** The majority of participants seem to have very good knowledge of looking for information online using a search engine and of saving or storing files or content (e.g. text, pictures, music, videos, web pages) and retrieve them once saved. On the other hand there is limited knowledge of using advanced search strategies (e.g. search operators) to find reliable information on the internet, of comparing different sources to assess the reliability of the information found and of doing backups of information or files stored. In Lithuania, assessing of reliability of information is a bit harder task but also managed perfectly by 40% of respondents and pretty good by all others. TCNs can save and share files and communicate with others perfectly using various digital tools.
- **Competence Area- Communication and collaboration:** Very good knowledge is predominant in this area of competences. In Spain, only 2% of TCNs faced troubles when engaging in citizenship through digital technologies. However, knowledge on the rules used in online communication ("netiquette") seems to be more limited.
- **Competence Area- Digital content creation:** Poor knowledge is in general predominant in this area of competences. In particular, in Spain, poor knowledge is more frequent in the programming subcategory both in terms of using several programming languages as well in terms of creating a website using a programming language (19 respondents each). The same for the copyright and licenses subcategory, where in most cases poor

knowledge is predominant as well. In Lithuania, TCNs are good in digital content creation. Slightly fewer skills levels are identified in the areas of managing content with collaboration tools - electronic calendars, project management systems, online proofing, online spreadsheets. Competence areas that could be improved are: Using tools/editors for creating web page or blog using templates (e.g. WordPress); producing complex digital content in different formats (e.g. text, tables, images, audio files); applying licenses and copyrights; using several programming languages and creating webpages using programming language. In Czech Republic, the majority of respondents indicate their level of knowledge as 'poor' for the following skills: Encrypting emails or files; basic programming languages; creating websites.

- **Competence Area- Safety:** Poor or limited knowledge is predominant in this area of competences as well. In Spain, it is highlighted the fact that in safety subcategory, TCNs are most concerned with protecting personal data and privacy. In Lithuania, concerning the safety competence using digital tools, there is a gap in the installation of security programmes on the devices used to access the Internet. Encryption of e-mails and avoidance of health problems because of usage of ICT could be promoted and strengthened.
- **Competence Area- Problem solving:** In Greece, the majority of participants seem to have very good knowledge of how to solve some routine problems, though, they have limited knowledge on identifying needs and technological responses, creatively using digital technologies and identifying digital competence gaps. As per problem solving skills in Spain, 12 TCNs expressed poor knowledge when using a new device, program or application. As regards problem solving in Lithuania, TCNs are less skilled in selection of a digital tool that suits their needs and assessment of its effectiveness.
- **Competence Area- Social Media:** A common conclusion reached for this competence category is that though the majority of participants feel very familiar with Social Media platforms (excellent knowledge), they have poorer knowledge in using Social Media platforms for advertising purposes.

The more crucial challenges faced by TCNs when building their capacities/ knowledge on ICT skills in countries involved were identified. More specifically:

- Language barriers, reflects the predominant barrier.
- Lack of training either for upskilling, and especially ICT training, as well as limited accessibility on training, and limited awareness and information on ICT training opportunities.
- Lack of validation of foreign certifications.
- Age. In particular, it is harder for older people to use modern devices and applications, as they often lack a basic technical education.

In total, other challenges mentioned to be faced by TCNs when building their capacities/ knowledge on ICT skills are:

- Racism,

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

On another perspective, **the main challenges faced by TCNs in order to access employment are:**

- Prejudice, racism and discrimination faced also by employers
- Language barriers. Many employers require a high level of knowledge of the local language
- Lack of negotiation potential
- Lack of good job search orientation,
- Lack of computer and ICT skills, RS management skills,
- Lack of skills and knowledge
- TCNs are not preferred/selected for advanced jobs
- The cultural approach
- The difficulty in having skills and qualifications acknowledged
- Lack of academic or technical knowledge and proper academic experience
- Lack of opportunities, lack of jobs
- Issues connected to Visas and residency, as not all of the companies are willing to provide their employees all necessary documents to require Visa.

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

- Social Media (extremely important by the majority of participants in Greece, less important in Czech Republic)
- Protecting devices, personal data and privacy (extremely important for a more than 50% of participants in Greece and Czech Republic)
- Browsing, evaluating, managing data, information and digital content (extremely important in Lithuania, very important by the majority of participants in Greece, less important in Czech Republic)
- Interacting, collaborating and engaging in citizenship through digital technologies (very important by the majority of participants in Greece and Czech Republic)
- Safety on internet; problem solving extremely important for Lithuania.

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

### 4.1. Methodology reached

One or more focus group (s)/ interviews with at least 15 professionals per partner country were organized, in order to capture the perspective of educators/ professionals working with adult ICT educators and identify TCNs' actual training needs along with the ICT skills and competences that the local ICT labour market demands. The focus group (s)/ interviews took place using identical questions to ensure that cross-country and cross-cultural comparisons are achievable. They were held in local language in order to ensure participants higher comprehension. In particular, the addressed target group included trainers, educators, job counsellors, employability specialists, professionals working with TCNs that mostly represent NGOs dealing with TCNs issues, along with job counseling centers, VET- ICT teachers etc, in order to reflect different points of the subject matter.

### 4.2. Key findings and main conclusions reached

#### ► Importance of the scope of our project

As a general note, participants shared the view that projects aiming to further develop knowledge, skills and competences are definitely important, especially when they address to vulnerable people with limited opportunities for education/ training and when the knowledge and capacity transferred takes place beyond and after the projects' completion. On another perspective it is really crucial to foster employability and access of TCNs to the labour market, combining joining activities of training and networking with labour market, as it is encountered in the ICT4TCN project. Within this ground, ICT4TCN added value lies on its high impact on the target group addressed (TCNs) as well as on its high transferability, as a result of its innovative approach.

#### ► Type of services provided by the represented organizations involved

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

#### ► Main target groups/ beneficiaries addressed though the organizations involved

The majority of the represented organizations involved address to vulnerable groups, adults, TCNs, VET learners.

### ► Experience about the level of knowledge and skillset of TCNs in the ICT field

As a general conclusion, the level of ICT knowledge among TCNs varies. **Greek** respondents highlighted that there is a significant proportion of TCNs which are independent ICT users, obtaining a very good level of ICT skills. However, the ICT literacy of the majority of TCNs' range between basic and average level. Most of them are familiar with internet use and such services, but still they are unfamiliar with operating other programs, such as MS Office. The majority of TCNs handle smart phones efficiently, though they have considerable gaps in handling a PC.

In **Czech Republic**, there was a mutual consent that the level of ICT literacy among TCNs varies according to the age, the country of origin, the educational level, the level of knowledge of the local language and the existence of social network.

The following classifications were identified:

- Newcomers without social network and knowledge of the local language. All these factors inhibit learning, finding a job, accommodation, working out their residence status etc. Usually these groups either have financial difficulties, thus they do not have access to Internet or a computer, or lack independency even in their country of origin, such as seniors or some Muslim women.
- The second group includes people who obtain basic ICT skills, but still don't know the local language. Consequently, they cannot have access in Czech web-sites, in education and jobs etc.
- The final group consists of people who have already established social network and who are totally independent users of PC and Internet.

**Lithuania** stated that many newcomers TCNS lack ICT skills. They use smartphones and connectivity apps, but they don't even have email account.

### ► Main challenges faced by TCNs wishing to build their capacities/ knowledge on ICT skills

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

The issue of commitment was strongly highlighted from **Spain** respondents as well, underlining the early school leaving phenomenon, along with the importance of knowledge of the local language. Despite that Spanish VET system has intensified the provision of training activities related to language learning and thus labour market integration of TCNS has been facilitated, Spanish language acquisition is still a challenge to some TCNs communities, especially those who come from North Africa countries.



In **Lithuania**, the barriers identified were related to lack of Lithuanian language skills and the lack of opportunities to expand ICT skills in other languages.

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

Main challenges and barriers defined by ICT educators transnationally:

- Lack of language skills/ Limited knowledge of the local language. Companies with English-speaking personnel usually need high-level qualifications.
- TCNs cannot prove their qualifications and their academic background cannot be recognized easily.
- Low ICT level skills is also a significant barrier, even if someone has other strong skills, interpersonal, management, etc.
- Weak networking with the labour market.
- Cultural issues regarding professional attitude and mentality, along with diversity and discriminations issues, which reflect inter alia to lower salaries.
- The migration law particularities which becomes more rigorous in the course of time.
- Limited awareness of employees about migrant employment in a legal status.
- Issues concerning free access to the labour market if a migrant has residence permit as a family member.
- Unfamiliarity with the process of job searching.

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

**Greek** educators pointed out that, even if in most cases the staff involved in trainings is ICT literate and have developed ICT skills, there is no experience and background on planning and teaching ICT skills. With that said, the staff is most of the times not properly trained.

**Spanish** educators highlighted that sometimes teachers lack collaborative culture. Moreover, the organizational rigidity hampers the development of interdisciplinary work that might help and benefit TCNs.

**Czech Republic** respondents claimed to have the capacity to provide training to TCNs who lack basic ICT skills. It is observed though that TCNs not often address their needs in receiving such kind of ICT training. However, their ICT skills gaps arise during the counselling procedure.

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

There was high interest in building staff capacity on providing ICT training and education to TCNs. It was noted that nowadays people are more interested in self-development and upskilling and are more career oriented. Within this ground, stakeholders should enhance their readiness in order to force TCNs skills development, boosting their independency and integration in the labour market as well.

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

The main challenge faced by the staff working with TCNs identified to be:

- To commit people
- To provide tailor made training according to their level and needs
- To keep a pleasant climate in the classroom, welcoming the diversity
- To underline the importance of life- long learning
- To increase awareness of staff initiatives related to special training for TCNs

## 5. Brief summary of the key findings reached through the organized focus with adults TCNs transnationally

### 5.1. Methodology reached

The focus group(s)/ interviews aimed to further investigate the background and prior knowledge of TCNs regarding their ICT skills, as well as to explore their level of ICT competences and to estimate their relative future training needs. In focus group(s)/ interviews 15 at least TCNs were reached per partner country. The focus group(s)/ interviews took place using identical questions among partner countries to ensure that cross-country and cross-cultural comparisons are achievable. They were held in local language either in English, depending on which language ensured a higher level of understanding on behalf of participants.

A **snapshot on respondents' demographic profile** per country is provided below:

- In **Greece**, 70% of participants were men and 30% women. The majority of participants were belonging to the 20-30 age group category. Most of them were new comers in Greece, living in the country for the last 2 years, with main countries of origin to be Ghana, Syria, Afghanistan, Bangladesh, Albania.
- In **Spain**, half interviewees were aged between 18-20 and 25 to 39. The majority of them (2/3) were men. Additionally, around 40% of them were employed, in a variety of job profiles, such as: cook, journalist, cleaner, orange picker, industrial engineer caregiver, ICT developer, ICT consultant.
- In **Lithuania**, around 65% of participants were employed in several jobs, such as: Building industry (builder, wall painter, welder, tile specialist, roof building, electrician), food industry: cooker, or other services: chambermaid, hairdresser.
- **Czech Republic's** participants belonged to the age group between 23 and 50 years old.

### 5.2. Key findings and main conclusions reached

#### ► Educational level

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

Educational levels identified in **Lithuanian** participants were: Secondary school education for the highest proportion (2/3 of participants), as well as professional education (in the areas: Building and building supplies and Enterprise safety and work security insurance), and bachelor's degree in nursing. In **Spain**, 85% of them had secondary education and the rest adult education.

#### ► ICT related training received

In **Greece**, around 1/5 of participants claimed that they have attended ICT related training in their country. However, ICT content of training varied and was far from what is commonly taught in Greece. Many of them attend training in developing language skills.

In **Spain**, it's worth mentioning that half of participants claimed to be self-taught on ICT skills thanks to Internet and YouTube.

In **Lithuania**, most respondents (10 out of 15) had experienced self-studying (using personal computer, smartphone) in using Internet resources – social networks, email creation, using Skype, etc. Only one respondent received some additional ICT online education for free in basic information (Microsoft Office) and specific tools (Photoshop usage). Still, apart from this, half of respondents haven't received any ICT-related education and almost other half have attended Informatics lessons at school (from 7th till 11th grade), in particular basic skills of working with Microsoft Office programmes.

In **Czech Republic**, the great majority of participants (10 out of 15) claimed that they have never attended ICT related training, whilst 4 having graduated from ICT specialized institutes and have already worked in this field. At last, only one participant started to attend short online courses a couple of months ago.

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

In **Greece**, TCNs with ICT background and relevant education seemed to have experience in working in the ICT labour market. Some of them are currently provide mobile services. In **Spain**, there were a few respondents with professional experience in ICT development and ICT consultancy. In **Lithuania**, only 2 out of 15 participants had ICT related professional experience, which was not oriented to the ICT department, but mostly had to do with accomplishing ICT tasks (related to administrative and accountancy stuff).

► **Interest in receiving training for developing ICT skills and competences, so as to be facilitated to enter to the ICT labour market**

All participants agreed that the opportunity of receiving training for developing ICT skills and competences in order to improve their chances of employability at labour market is an exceptional idea and, due to the fact that this topic is very popular nowadays, they believe that it will be of great interest to many other TCNs. A few participants claimed that enhanced ICT skills would help them to get a promotion at their current workplaces (to execute administration job, duties related to usage of Internet and computers).

Additionally, several ICT areas of interest have raised in Lithuania, such as:

- Skills in dealing with Microsoft Office basic programmes.
- Skills of using Internet resources: sending e-mails, using social networks.
- Organize events in the Internet space to create more links with other migrants in Lithuania, and involve them into labour market.
- Use video-communication tools (e.g. Skype).

**Spanish** TCNs highlighted that nowadays, a lot of TCNs pay to be trained online and obtain specific skills. Websites such as Udemy<sup>26</sup> offer training in xcode, which is highly demanded nowadays. Overall, they wish to had more free training opportunities on block chain technology, app development or big data analysis.

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

Main identified barriers transnationally:

- Language barriers, which consequent inter alia to limited access in training, in information as well in labour market networking.
- Lack of availability of specific tailor made training courses aiming to labour integration of TCNs
- Limited financial resources (to attend courses, which are expensive, to buy technical devices, notebooks, to buy their own personal PC etc.);
- Lack of time to attend courses due to full workload.
- Even more limited access in training (lack of possibilities to attend free ICT courses) in remote areas (such as rural areas).
- TCNs motivation is a condition

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

Main identified barriers transnationally:

- Communication barriers
- Lack of information for employability policies, ethics, and labour market as well as employers demands
- Strong competition with local labor force
- Language barriers
- Lack of negotiation potential
- Lack of good job search orientation
- Difficulty in having skills and qualifications acknowledged/ not recognizable education and knowledge
- Lack of opportunities, lack of jobs
- Cultural factors
- Problems in obtaining residence permit
- Demotivation of employers
- Migrant`s lack of knowledge about his rights and responsibilities
- Limited knowledge on labour market and migration law
- Limited self-esteem of TCNs
- Lack of integration in labour market policies
- Lack of job-related skills (language, ICT skills, specific professional skills)

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<sup>26</sup> ICT Spanish platform <https://www.udemy.com/es/topic/xcode/>

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

## 6. Brief summary of the key findings reached transnationally through the targeted consultation with selected key stakeholders

### 6.1. Methodology reached

The stakeholder consultation process aimed to collect information and insights from a wide range of stakeholders, including organisations and institutions providing services to TCNs, specialists working with TCNs, training institutions and VET providers providing training in the ICT field, as well, ICT companies. 10 stakeholders were reached in total per partner country and participated in the consultation procedure through telephone and skype calls. For facilitating the purposes and the uniformity of the consultation procedure among partner countries, a common questionnaire with open questions was shared and used on behalf of partners.

### 6.2. Key findings and main conclusions reached

#### ► Experience about the level of knowledge and skillset of TCNs in the ICT field

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

In **Czech Republic**, it was commonly admitted that TCNs' profiles vary, depending on factors such as: Age, gender, country of origin, reasons for immigration, level of education, level of knowledge of Czech, English and other languages etc. The following classifications per country of origin of TCNs were identified:

- Vietnamese nationals, aged between 35-65 years old, Post-soviet countries nationals (Ukraine, Russia, Belorussia, Moldova, Kazakhstan, Uzbekistan etc.) aged between 45 - 65 years old, and Arabic speaking countries nationals (Syria, Egypt), aged between 30- 65 years old, usually have very limited technical skills, with poor knowledge even in using email, Google, social media, messengers, Skype etc..
- Students of other nationalities, as well as young people of all nationalities aged between 18- 35 years old, have in general more developed technical skills and they usually have a attended a kind of related to ICT training in their country of origin. These groups usually have a good level of understanding in searching engines, perfect knowledge of messengers, social media and mobile applications. However, many of them lack competences in the areas of evaluating digital content, protecting personal data and engaging in citizenship through digital technologies.

#### ► Main challenges faced by TCNs wishing to build their capacities/ knowledge on ICT skills

The following challenges were identified in **Greece**:



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

In **Czech Republic**, the main challenges faced by TCNs wishing to build their capacities and knowledge on ICT skills identified were: The cultural differences, the lack of resources to buy a computer or any other electronic device (tablet, smartphone etc.), as well as the fact that some TCNs are not familiar with using electronic devices and they lack basic ICT knowledge.

In **Spain**, stakeholders highlighted that even though most of TCNs own and know how to use smart phones, the majority of them is unaware of the availability of apps that could be proved to be very helpful, especially when searching for a job. Within this ground, capacity building in ICT knowledge specialized to business is crucial, such as the use of POS (Point of Sale, in Spanish TPV machines) in hospitality management.

#### ► Main challenges faced by TCNs wishing to enter to the labour market

The following challenges raised:

- Communication barriers.
- Language barriers.
- Lack of ICT knowledge which result to limited opportunities for education, for employment seeking, for social participation, as well as to poor ability to cope with daily routine ICT job tasks.
- Lack of competitive competencies.
- Cultural differences, Different work ethics, learning, leadership, different expectations regarding salary, career, working condition
- Lack of information for employability policies.
- Competition with local labor force.
- Discrimination, which result inter alia to underpaid jobs and overtime work, or even to the rejection of the candidate in the job selection procedure.
- Lack of recognition of their qualifications in the destination countries and incompatibility of competencies with local market standards

All the afore-mentioned barriers were strongly highlighted in Greece. In Spain, economic reasons related to basic needs were also underlined, along with the fact that most TCNs do not

obtain a work permit. In Czech Republic, there was also a reference on barriers related to psychological factors, which result to limited confidence of TCNs regarding their skills and knowledge, and their ability to have a better position and job relevant to their educational background. In Lithuania, it was also pointed out that the employment services do not provide any qualification or competency training for TCNs, mainly due to lack of financial resources. Living conditions such as limited availability of housing, family circumstances etc. is an obstacle too.

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

As a general note, even though in most cases the staff involved in trainings is ICT literate, having developed ICT skills, they are not properly trained in ICT and lack specific experience in teaching such skills. Even in the cases of more experienced staff in providing ICT training, there was a high interest in further building their capacities especially in the areas: security, protecting personal data and managing data, information and digital content.

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

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

Most stakeholders in Spain have commonly shared the view that information and data literacy (i.e browsing, searching and filtering data, information and digital content or being able to access institutional web sites) together with problem solving (i.e solving technical problems) are issues that need to be addressed in most courses.

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

Main challenges identified to be:

- Language barriers
- Lack of the basics of software development
- Lack of time
- Lack of financial resources

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

A general conclusion on the findings presented is that all four (4) involved countries share a common perspective of the subject matter. Challenges faced by TCNs wishing to build their capacities/ knowledge on ICT skills or while building their capacities, as well as prior ICT knowledge of TCNs and expectations regarding an ICT capacity building programme are well defined and more or less coincide in partner countries.

A common concern for consideration while designing an ICT training program oriented to TCNs is TCNs various profiles and age groups that consequent to different levels of ICT prior knowledge, as well as to different training needs. As a result, it is essential to adjust the training content and the level of education provided according to end learners' specific educational profile, either to create a flexible and multilevel capacity building programme that can be easily transferred and tailor made to several TCNs target group categories according to their ICT level.

Language barriers, lack of recognition of TCNs prior skills and qualifications, weak networking with the labour market and incompatibility with local labour market standards, as well as limited access to training opportunities and to access on relevant to labour market information and job opportunities, intercultural and diversity issues and lack of financial resources and time constraints were identified as **major challenges for TCNs integration in the labour market**.

Apparently, **Greece** strongly highlighted that in the case of delivering a VET program for ensuring basic ICT level of knowledge of end learners, it is very crucial to integrate units aiming to strengthen the following competence areas: 'Browsing, searching and filtering data, information and digital content', 'Interacting through digital technologies', 'Engaging in citizenship through digital technologies', 'Protecting personal data and privacy'. For TCNs having already developed advanced ICT skills, it would be rather orient training content in enhancing skills in the following competence areas: 'Managing data, information and digital content', 'Digital content creation', 'Problem solving'. General tips are to keep simple forms, simple and clear language so as to ensure a good level of understanding.

**Czech Republic** highly recommended the expansion of information channels for migrants regarding educational and professional opportunities, as well as the creation of a manual which can provide important information about Czech economy and labour market and distribute it among TCNs, as it might help them to search and apply for better positions.

In **Spain**, TCNs can be differentiate in 4 main group categories. While North African TCNs should consider language skills first, South Americans major barrier is validation of their ICT knowledge. The third category concerns TCN women middle aged who have primary education and wish to expand their ICT skills. At the last category belong high qualified TCNs and VET teachers who still find some gaps in terms of access to free quality ICT trainings that meet their educational level. Therefore, it should be taken into account that depending on the TCNs educational background different degrees of ICT training should be developed: One level considering basic ICT skills related to netiquette and personal safe security and another level for more advanced ICTs that wish to expand their knowledge in fields such as block chain, app development or big data analysis.

Based on **Lithuania's** conclusions reached, the following competence areas are suggested to be addressed through the ICT training program:

- Use computers to retrieve, assess, store, produce, present and exchange information
- Communicate and participate in collaborative networks via the Internet and to use Social media like Facebook, LinkedIn )
- Access internet search and use internet-based services
- Follow Rules / Manuals/ Guides while using ICT
- Apply ethical rules while use of ICT

Especially for TCNs with poor ICT skills, the following competences are suggested to be developed: Smartphone or tablet; drafting text documents; surf the web safely and find relevant information; use electronic government, business and leisure services; share information and communicate online with loved ones and friends.

TCNs with advanced ICT level are suggested to improve their digital skills in the areas of: Securely and responsibly communicate and collaborate on e-learning, use the e-mails, process and share digital photos, create websites, publish content responsibly on the web, and browse safely, and create an exclusive resume.

Last but not least, it is important to stress that an active employment-related training aiming at strengthening TCN capacities and increase learners' employability should additionally address the following issues:

- Cultural issues regarding professional attitude and mentality, along with diversity and discriminations issues, which reflect inter alia to lower salaries.
- The migration law particularities.
- Limited awareness of employees about migrant employment in a legal status.
- Issues concerning free access to the labour market if a migrant has residence permit as a family member.
- Unfamiliarity with the process of job searching.

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## 9. Annex 1. Catalogue of selected good practices in EU level

### Greece

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



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| relevant policies and supporting in practice its implementation?   | language and intercultural training and career guidance for trainers and trainees, which will be designed and implemented at a pilot level for asylum seekers  |
| Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market                                     | The tailored made aspect of the project counts on the simultaneous assessment of needs – expectations – opportunities both of refugee populations and the first host and final installation societies. The main goal is the coupling and the active combination of each other, encouraging in this way a more functional integration, as a sum of dynamics among refugee populations and host communities.   |
| Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? | The central aim is to incorporate the project's new methods and approaches not only in the strategies and practices of the organizations involved but also in the countries' policies to address the problem of new refugees of this age group.  |
| What are the elements of this practice which could be used in the capacity building programme (O2)?  | The innovative features of the project, including:<br>Individualized approaches/ methods, designed to address specific problems/ needs, and/or to overcome specific obstacles of the target group<br>Specific/IT tools, enabling participants to benefit at most and practitioners to implement the new approach or method – these include training materials, procedural manuals/ guides, curricula/modules |
| What are the possibilities of extending the good practice more widely?   | The central aim is to incorporate the project's new methods and approaches not only in the strategies and practices of the organizations involved but also in the countries' policies to address the problem of new refugees of this age group.  |

### Good Practice 2

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|--|--|
| Title of the practice  | Facilitating Access to the labour market for Vulnerable Populations in Athens  |
| URL of the practice  | <a href="https://g2red.org/facilitating-access-work-vulnerable-populations-athens/">https://g2red.org/facilitating-access-work-vulnerable-populations-athens/</a>  |
| Location /geographical coverage                                  | Local- Regional (City of Athens)   |
| Brief description of the practice                                | The program aims to support refugees and asylum seekers in improving their living conditions by finding a fulfilling job position through the career counseling service of Generation 2.0 RED, with the support of the International Rescue Committee.<br><br>The program includes the reinforcement of the individual Career Counselling sessions, group job search with the use of computers, specially designed soft skills development workshops, along with the organisation of Cultural Mediation and Web Development vocational trainings |
| Institution/ Organisation/ Service provider/ Implementing agency | Generation 2.0 for Rights, Equality & Diversity, in cooperation with the International Rescue Committee  |

|   |   |
|---|---|
| <b>Target Group(s)/ Beneficiaries</b>   | refugees and asylum seekers   |
| <b>Main Services provided</b>   | support of an individualized Job Advisory Service, along with the organization of a series of employability workshops and the development of personal and technical skills<br><br>sensitise and mobilise employers in Greece to offer job opportunities to diverse groups   |
| <b>Are the provided services gender and cultural diversity sensitive?</b>   | promotes the importance of diversity in the workplace and supports equal participation in Greek society<br><br>places effort to create a labor market open to everyone, regardless of their origin, religion or color   |
| <b>Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached</b>   | Not relevant information was found  |
| <b>Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?</b>   | Yes   |
| <b>Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market</b>                                     | Yes   |
| <b>Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?</b> | The issued Employability Guide and Tutorial Videos are transferable and easily adopted and used by any interested part.<br><br>Training and workshop content, as well as the content of job counselling services can be used in national level as well, on the condition of existing such capacity in economic and institutional terms. |
| <b>What are the elements of this practice which could be used in the capacity building programme (O2)?</b>  | Web Developing Training Program and tools providing a newcomer needs for an easier access to the Greek labor market could be used as good practices   |
| <b>What are the possibilities of extending the good practice more widely?</b>   | Social and labour market parameters of the country where the practice take place should be taken into account   |

## Czech Republic

| Good Practice 1.  |   |
|---|---|
| <b>Title of the practice</b>  | Integration courses “Welcome to Czech Republic!”<br>(cz. Adaptačně-integrační kurzy “Vítejte v České republice!”)   |
| <b>URL of the practice</b>  | <a href="http://www.vitejtevcr.cz/">http://www.vitejtevcr.cz/</a>   |
| <b>Location /geographical coverage</b>  | Czech Republic  |
| <b>Brief description of the practice</b>  | The official free of charge integration courses aim to help foreigners relocating to the Czech Republic to learn about the new environment and to overcome potential obstacles.   |
| <b>Institution/ Organisation/ Service provider/ Implementing agency</b>   | The courses are implemented by Slovo 21, z.s., a non-governmental, non-commercial organization located in Prague, Czech Republic<br><br>The courses are financed by the Ministry of the Interior of the Czech Republic  |
| <b>Target Group(s)/ Beneficiaries</b>   | Foreigners (especially third-country nationals) who relocated to the Czech Republic and plan to stay for a longer period of time  |
| <b>Main Services provided</b>   | The courses are intended to enhance inter-cultural skills of foreigners who moved to the Czech Republic recently to ensure the easiest possible integration into the new environment. The courses also provide to foreigners essential practical information from the following areas: <b>Practical daily life</b> (Emergencies. Transport. Driving. Vehicle registration. Postal service. Official correspondence), <b>Contact details of Czech institutions</b> (Ministry of the Interior of the Czech Republic, regional offices of the Foreign Police Service. Contact details of organizations providing assistance to foreigners free of charge – integration centres all over the Czech Republic and NGOs), <b>Employment</b> (Employee card. Typology of contracts. How to look for work. Taxes), <b>Health care, health and social insurance</b> (Health care system in the Czech Republic. Public and private health insurance. Social security system in the Czech Republic), <b>Education</b> (Czech education system. Placing children in Czech schools. Czech language courses for adults and children. Recognition of previous education) etc. |
| <b>Are the provided services gender and cultural diversity sensitive?</b>   | Even if the foreigner doesn't speak any Czech it is not a problem. The courses are taught in Czech, and professional interpretation into English, Russian, Ukrainian, Vietnamese, French, Mongolian and Arabic is provided; we are also working on providing interpretation into Spanish. Interpretation is provided to allow for precise transfer of information in Czech while giving the foreigners an opportunity to learn basic Czech terminology.   |
| <b>Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached</b> | By the end of 2018, the total number of courses has reached 220 with the total number of participants from all over the world reaching 4,000. Slovo 21 trained teams of lecturers who specialize in social affairs and law. The organization also trained teams of interpreters into 8 languages. “Welcome to the Czech   |

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|   | Republic” brochure and a film of the same name, translated into 8 languages, is available for all the course participants.   |
| <b>Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?</b>   | All the materials for the courses have been created in cooperation with civil society and foreigners themselves and also teams of experts from the Ministry of the Interior of the Czech Republic. Moreover the courses are supervised by the experts from the Ministry of the Interior. It makes the integration courses one of the most effective tools of supporting the relevant policies. |
| <b>Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market</b> | The practice tailor-made based on the cultural and socio-economic environment of the Czech Republic as it provides the participants information which is essential for their successful integration. The courses also provide the list of contact of NGOs working with migrants.   |
| <b>Is the practice suitable for local, regional or national implementation?</b>   | The practice is implemented on a national level.   |
| <b>What are the elements of this practice which could be used in the capacity building programme (O2)?</b>  | “Welcome to the Czech Republic” brochure and a film of the same name can be used as useful materials. Both of them are available on <a href="http://www.vitejtevcr.cz/en/">http://www.vitejtevcr.cz/en/</a>  |
| <b>What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?</b>                                      | The main institutional condition is willingness and aspiration of all the participants such as the Ministry of the Interior as well as local NGOs and civil society to participate in the preparation of such valuable and extensive instrument of integration.  |
| <b>What are the possibilities of extending the good practice more widely?</b>   | The courses can be extended all over Europe, however it should be tailor-made based on the cultural and socio-economic environment of each country.  |

|  | <b>Good Practice 2</b>   |
|--|--|
| <b>Title of the practice</b>             | Czechitas z.s. Digital Academy   |
| <b>URL of the practice</b>               | <a href="https://www.czechitas.cz/cs/">https://www.czechitas.cz/cs/</a>  |
| <b>Location /geographical coverage</b>   | Czech Republic   |
| <b>Brief description of the practice</b> | Czechitas is a non-profit organization made up of young women and men who all share one common goal – to increase diversity in the world of IT and to fight for a higher level of digital proficiency among women and in the new generation. |

|  |   |
|--|---|
| Institution/ Organisation/<br>Service provider/ Implementing<br>agency   | Czechitas. Z.s.   |
| Target Group(s)/ Beneficiaries   | The main target group is adult women aged 18 years or older (no upper age limit). Another target group is children from 8 to 12 years.  |
| Main Services provided   | Czechitas organize workshops and long-term courses in different areas of IT at different levels, from complete beginners to very advanced users. Among the courses there are: Graphic Design, Digital Marketing, HTML, Java and C++ Programming etc.  |
| Are the provided services<br>gender and cultural diversity<br>sensitive?   | The courses are designed primarily for women whose presence in ICT is very low. The aim is to popularize this topic especially among women, but events are also available to men if the capacity of women is not full. Children's events are available to all, regardless the gender. Cultural differences do not play a role in the selection of participants. Most of the courses are conducted in Czech, so participants should be able to communicate in Czech. However some of the courses are available in English. |
| Assessed effectiveness of/<br>Contribution that the practice<br>has made to the integration of<br>TCNs, along with tangible and<br>not tangible results that reached   | Since 2014, Czechitas have organized over <b>450</b> one-day workshops and long-term courses with more than <b>12 000</b> participants regardless of age, former education or work experience. There were organized an additional <b>15</b> educational events for more than <b>1700</b> children and adolescents in 2018.  |
| Is the practice directly linked<br>with the policy level, both<br>affecting relevant policies and<br>supporting in practice its<br>implementation?   | The practice is not linked directly to the policy, however it supports the idea of developing the TCNs potential and give them opportunities to find a better position at the labor market.   |
| Is the practice tailor-made based<br>on the cultural and socio-<br>economic environment of each<br>partner country, as well as on<br>the specific needs and requests<br>of TCNs regarding and their<br>integration into the labour<br>market | The practice is tailor-made based on the cultural and socio-economic environment of the Czech Republic as it provides the courses participants the opportunity to change their occupation or improve their knowledge and then be integrated into the labour market with the better position.  |
| Is the practice suitable for local,<br>regional or national<br>implementation?   | The practice is implemented on a national level.  |
| What are the elements of this<br>practice which could be used in<br>the capacity building<br>programme (O2)?   |   |
| What are the conditions<br>(institutional, economic, social,<br>and environmental) that need to<br>be in place for the good practice   | The main institutional condition is the need of ICT specialists in the labour market of the country. Moreover in order to implement this practice there is a need of ICT trainers and specialists on a different levels who can organize and perform the courses.   |

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| to be successfully replicated (in a similar context)?                  |   |
| What are the possibilities of extending the good practice more widely? | The courses can be extended all over Europe, however it should be tailor-made based on the cultural and socio-economic environment of each country. |

| <b>Good Practice 3.</b>   |   |
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| <b>Title of the practice</b>  | Jobclub (cz. Jobklub)   |
| <b>URL of the practice</b>  | <a href="http://www.cicpraha.org/cs/jobklub.html">http://www.cicpraha.org/cs/jobklub.html</a>   |
| <b>Location /geographical coverage</b>                                    | Prague, Czech Republic  |
| <b>Brief description of the practice</b>                                  | Jobclubs are group activities for unemployed migrants. The purpose of jobclubs is to prepare participants to enter the labor market in the Czech Republic and to strengthen their autonomy for employment. Lecturers share important information such as labor law, preparation for the selection process and interviews, communication skills, etc. Participants get the opportunity to test new knowledge and skills during practical exercises, model situations and share experiences with other participants in the group.   |
| <b>Institution/ Organisation/ Service provider/ Implementing agency</b>   | The Centre for Integration of Foreigners (CIC)  |
| <b>Target Group(s)/ Beneficiaries</b>                                     | The target group is foreigners permanently living in the Czech Republic who are currently unemployed, especially long-term unemployed or working in positions not corresponding to their qualifications.  |
| <b>Main Services provided</b>   | Jobclub provides participants with comprehensive preparation for the job search process and increase their chances in the selection process. Participants get to know common arrangements within the selection procedure, with questions at the job interview, can handle the basic labor-law minimum, practice their own self-presentation and learn communication techniques, which can then be used not only at the interview and at work, but also in personal life. An important function of job clubs is also increasing motivation for further education and job search. |
| <b>Are the provided services gender and cultural diversity sensitive?</b> | Jobclub is designed primarily for people who are relatively vulnerable and considerably disadvantaged when entering the labor market. The foreigners are usually have limited knowledge of Czech language, they are also distrust by employers, who are often afraid to employ foreigners because they expect communication problems, higher bureaucratic burden, etc   |

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|   | At the same time, these persons are mostly very motivated to join the Czech labor market, they need work not only because of their family's financial security, but also to confirm their personal value and acceptance by the host company.  |
| <b>Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached</b>   | Since 2015, CIC have organized over <b>30</b> one-day workshops and helped significant amount of participants find the job.   |
| <b>Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?</b>   | The courses are directly linked with the integration policy as it is expected from NGOs working with migrants to help TCNs to become independent and economically active members of the Czech society.  |
| <b>Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market</b> | The practice tailor-made based on the cultural and socio-economic environment of the Czech Republic as it provides the participants information which is essential for their successful implementing on the Czech labor market. It covers such essential topics as: Orientation on the labor market, Job interview, CV, Czech Labor Law, Recruitment agencies and labor minimum etc.  |
| <b>Is the practice suitable for local, regional or national implementation?</b>   | The practice is implemented on a national level.  |
| <b>What are the elements of this practice which could be used in the capacity building programme (O2)?</b>  | There are some significant elements of Jobclub which make them different from just common courses for unemployed.<br><br>During the courses the participants have a chance to go for "training interview" in big multinational company. "Training interview" looks exactly like a real interview, when participants get a call from HR, discuss the details such as time and place, after they have to prepare by themselves, find and get to the HR office on time etc. After the "training interview" participants get feedback from HR which include some recommendations for improvement. The element of "realism" is very important according to the specialists of CIC who organize Jobclubs, and it can be used in other capacity building programs. |
| <b>What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?</b>                                      | The important condition is specialists who can create such JobClub and the big international companies who can provide their expertise for the organizers of JobClub  |
| <b>What are the possibilities of extending the good practice more widely?</b>   | The courses can be extended all over Europe, however it should be tailor-made based on the cultural and socio-economic environment of each country.   |



## Lithuania

| Good Practice 1   |   |
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| <b>Title of the practice</b>  | <u>Connected Lithuania and Library</u>  |
| <b>URL of the practice</b>  | <a href="https://www.prisijungusi.lt/apie-projekta/">https://www.prisijungusi.lt/apie-projekta/</a>   |
| <b>Location /geographical coverage</b>  | All regions of Lithuania  |
| <b>Brief description of the practice</b>  | <p>The purpose of the Connected Lithuania project is to help citizens learn to use information technology and the Internet and its opportunities effectively, safely and responsibly.</p> <p>The "Connected Lithuania" project is implemented throughout Lithuania and is aimed at a large target group of the population - about 500 thousand. individuals who are still not online or have insufficient digital skills.</p> |
| <b>Institution/ Organisation/ Service provider/ Implementing agency</b>   | Libraries   |
| <b>Target Group(s)/ Beneficiaries</b>   | Individuals, citizens, communities  |
| <b>Main Services provided</b>   | Various community events and EU-wide national digital literacy campaigns, such as "Internet Week", "Safer Internet Week", "Seniors' Day on the Internet", will help build the interest of communities and individuals involved in the project to continue their work.   |
| <b>Are the provided services gender and cultural diversity sensitive?</b>   | Any individual can participate  |
| <b>Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached</b>   | Continuation of activities will be ensured by specially trained counselors. The project will run for three years. In order to ensure the continuity of the activities launched, digital leaders will be trained and will be able to continue services to community members.   |
| <b>Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?</b>   | Yes, because the project is funded by the European Regional Development Fund and the State Budget of the Republic of Lithuania..  |
| <b>Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market</b> | Limitations regarding TCN and their integration into the labour market: participation in the activities of the project is voluntary and nobody directs TCNs to join activities. Additionally, activities are in Lithuanian language and TCNs needs somebody to help, if they do not know Lithuanian language.   |
| <b>Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good</b>                            | Yes, practice are very good, however trainers needs to be prepared work with target groups and know foreign languages. There should be particular invitation for TCN given through internet portals or migration institutions to be aware about possibility.  |



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| <b>practice to be successfully replicated (in a similar context)?</b>                                      |   |
| <b>What are the elements of this practice which could be used in the capacity building programme (O2)?</b> | <p>Some of these topics:</p> <ul style="list-style-type: none"> <li>Internet services</li> <li>Safer Internet</li> <li>Get ready for digital work</li> <li>Innovative technologies</li> <li>Programming and Data</li> <li>Smartphone</li> </ul> |
| <b>What are the possibilities of extending the good practice more widely?</b>                              | <p>This practice covers all country-, however there are a need to involve TCNs using variety of channels, including facebook, twitter.</p>  |

Spain

| Good Practice 1   |  |
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| <b>Title of the practice</b>  | Digital literacy courses for TCN women   |
| <b>URL of the practice</b>  | <a href="#">Digital literacy courses for TCN women</a>   |
| <b>Location /geographical coverage</b>  | Valladolid, Castilla y León region, Spain  |
| <b>Brief description of the practice</b>  | The programme offers a total of thirteen courses, including two for the "tuCertiCyL" digital skills certification. It is oriented to the initiation of the users of computer, Tablet or Smartphone or other trainings such as «Handling of mouse and keyboard», «E-mail», «Use a word processor to make your documents» or «Use of intelligent devices Android». |
| <b>Institution/ Organisation/ Service provider/ Implementing agency</b>   | Junta of Castilla y León   |
| <b>Target Group(s)/ Beneficiaries</b>   | TCN women  |
| <b>Main Services provided</b>   | CyL Digital is an open programme to all in which they offer activities and initiatives to raise awareness, train and advise people in the application of technologies to their daily lives. It is an initiative of the General Directorate of Telecommunications and Digital Transformation of the Junta de Castilla y León.                                     |
| <b>Are the provided services gender and cultural diversity sensitive?</b>   | Indeed they do have specific programs to integrate collectives within that are in a more complex risk of exclusion, in this case, migrant women.   |
| <b>Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached</b> | During July 2018, two courses were held to obtain the 'tuCertiCyL' digital skills certification, updated and adapted to the DIGCOMP European framework, which accredits a person's skills in the use of ICT.   |
| <b>Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?</b>                   | The project is directly linked with 2013 Spanish Digital Agenda, 6 <sup>th</sup> point states: "promote inclusion and digital literacy and the training of new ICT professionals". Furthermore, it is co-funded by European Regional Development Fund (ERDF).  |

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| <p>Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market</p>                                     | <p>This program prioritizes the socio-affective contact (family and friends). Socio-affective digital contact can lead as well to motivate for the search of employment – although this skill is as well trained in the course.</p>   |
| <p>Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?</p> | <p>This practice is implemented in Castilla y León region, which could be easily applied in other regions due to the collaboration with regional governments and the support of co-funded by European Regional Development Fund (ERDF).</p>   |
| <p>What are the elements of this practice, which could be used, in the capacity building programme (O2)?</p>  | <p>The element of certification supported by Junta de Castilla y León and the European Regional Development Fund (ERDF) definitely provides a consistent legal framework that could help TCN to validate their acquired knowledge in labour market. The socio-affective element (family and friends) should be considered as well when teaching and implementing TIC.</p> |
| <p>What are the possibilities of extending the good practice more widely?</p>   | <p>More levels should be considered in order to obtain a wider benefit among different TCN women profiles.</p>  |
| <p><b>Good Practice 2</b></p>   |   |
| <p><b>Title of the practice</b></p>   | <p>Project refugIS</p>  |
| <p><b>URL of the practice</b></p>   | <p><a href="https://www.fundacionsomosarraigo.org/comienzo-del-proyecto-refugis/?v=04c19fa1e772">https://www.fundacionsomosarraigo.org/comienzo-del-proyecto-refugis/?v=04c19fa1e772</a></p>  |
| <p><b>Location /geographical coverage</b></p>   | <p>Barcelona, Málaga and Madrid, Spain</p>  |
| <p><b>Brief description of the practice</b></p>   | <p>The project helps young TCN people in migration, asylum and refugee situations in Italy and Spain in their development regarding digital literacy and basic programming skills. Secondary school students and young volunteers are involved as well as they are in charge of carrying out the training following the service-learning methodology.</p>                 |
| <p><b>Institution/ Organisation/ Service provider/ Implementing agency</b></p>  | <p>Fundación Arraigo (Spain), Microsoft Imagine (Spain), Mondo Digitale Foundation (Italy), the Esplai Foundation (Spain)</p>   |
| <p><b>Target Group(s)/ Beneficiaries</b></p>  | <p>TCNs, asylum seekers, refugees, secondary school students and young volunteers</p>   |
| <p><b>Main Services provided</b></p>  | <p>Fundación Arraigo offers a wide range of trainings that include: sewing workshops, Spanish language courses and basic ICT trainings.</p>   |

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| <p><b>Are the provided services gender and cultural diversity sensitive?</b></p>   | <p>This project includes wide range different migration groups. Furthermore, it takes into account multigenerational elements as it connects young and older generations to ICT acquisition.</p>   |
| <p><b>Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached</b></p>   | <p>Main aim of the project is to train 650 migrants and refugees.</p>  |
| <p><b>Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?</b></p>   | <p>One Italian organisation and two Spanish organisations are involved together with the funding of Microsoft.</p>   |
| <p><b>Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market</b></p>                                     | <p>Taking into consideration that Spain and Italy are both Mediterranean countries in which refugees and migration flows are increasing, this project clearly reflects the implication and actions taking into account the socio-economic situation of both countries.</p> |
| <p><b>Is the practice suitable for local, regional or national implementation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?</b></p> | <p>In this project, a major ICT company provides the necessary funds in order to be developed. Probably, it would be might difficult if a balanced networking were not able to reproduce this project in other countries with the same issues.</p>                         |
| <p><b>What are the elements of this practice, which could be used, in the capacity building programme (O2)?</b></p>  | <p>It is really interesting the service-learning methodology in which several groups are benefited from.</p>   |
| <p><b>What are the possibilities of extending the good practice more widely?</b></p>   | <p>It could be considered a second development of the program where other countries with high migration fluxes could benefit from.</p>   |