

**AMIF-2023-TF2-AG-CALL-04-LABOUR**

**GO2VET**

**A common approach to foster the access to the Vocational Education  
and Training career opportunities for immigrants**

**Map of the main obstacles preventing TCNs  
to go on VET**

*Mapping and identifying the existing barriers that prevent young  
Third Country Nationals (TCNs) from accessing Vocational  
Educational Training programs (VET) in seven European countries*

**WP2 – preparatory phase  
Deliverable N. 2.1**

## PROJECT INFORMATION

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## 1. List of abbreviations

- **VET (Vocational Educational and Training):** educational path that provides students with basic skills to prepare for work and to remain employable in accordance with the needs of the labour market.
- **TCNs (Third-Country Nationals):** persons who are not citizens of the European Union and who do not enjoy the EU right to free movement.
- **Operators:** The OPERATORS working with refugees, asylum seekers and migrants at large, directly cooperating with project partners' organisations and interested in developing new professional skills to provide TCNs with high quality career guidance services on vocational paths.
- **COO:** project coordinator
- **PP:** project partner
- **EU:** the European Union
- **EC:** the European Commission
- **PC:** partner country
- **End users:** refers to third country nationals
- **Target group:** refers to either operators or third country nationals

## 2. Executive Summary

The **GO2VET project** aims to enhance access to vocational education and training (VET) career guidance services for **Third Country Nationals (TCNs)** across seven EU countries: Italy, Greece, Belgium, Spain, Sweden, Cyprus, and Germany. Supported by the **Asylum, Migration and Integration Fund (AMIF)**, the three-year project involves a consortium of nine partners. Its goal is to develop a **common approach** to address the barriers limiting TCNs' access to VET, while strengthening the capacity of operators.

A survey conducted among VET providers (operators) and TCNs identified key barriers to VET participation. These include:

- **Language barriers**, limiting communication and access to information.
- **Financial constraints**, such as course fees and transportation costs.
- **Legal and regulatory challenges**, with complex administrative processes and lack of permits to study or work.
- **Lack of information** about available VET programs and pathways.
- **Structural and institutional barriers**, including limited tailored training.
- **Social and cultural obstacles**, such as limited integration and support networks.

#### **Recommendations to Address Barriers:**

- **Enhance language support** through multilingual resources.
- **Provide financial assistance** to cover training-related expenses.
- **Simplify administrative processes** to ease access.
- **Improve information dissemination** with clear, accessible materials.
- **Strengthen capacity building** for operators to support TCNs effectively.
- **Promote social integration** through networking and mentorship.
- **Enhance career guidance services** to offer personalized support.

By tackling these barriers, GO2VET seeks to create an inclusive VET framework that fosters TCNs' integration into the labor market and broader society.

**Keywords:** VET, TCN, integration, inclusion, education, vocational training, EU, newcomers, AMIF.

### 3. Introduction

Vocational and Educational Trainings (VET) play a crucial role in equipping individuals with the practical skills and knowledge required to meet labour market demands. As industries evolve and economies shift, ensuring that vocational training remains relevant, efficient and accessible is essential for workforce development and economic growth. According to the OECD (2021), well-structured vocational training programs significantly enhance employability, reduce skill mismatches, and contribute to economic resilience. Similarly, research by the European Centre for the Development of Vocational Training (CEDEFOP, 2020) highlights that VET fosters lifelong learning, enabling workers to adapt to technological advancements and industry transformations.

However, access to vocational training paths for TCNs based on assessment and validation of skills or qualifications is not widely available across EU countries. Even though at local, regional and national levels the market needs in terms of employability of this target population are clear and well defined, most of the EU countries lack a well-established system for training opportunities of TCNs to be employed.

This report is produced as a deliverable of the GO2VET project and serves as an account of the major problems encountered by TCNs and operators in their career guidance, identified through a survey which has been disseminated to both operators and TCNs in the period between September and December 2024.

It provides a comprehensive overview of the strengths, challenges, and opportunities within the sector, offering insights into emerging trends, skill gaps, and best practices, that will be addressed in the next steps of the GO2VET project.

The analysis of the structure, delivery methods, outcomes and challenges of VET programs will serve to support policymakers, educators, and industry stakeholders in enhancing vocational training. The findings will contribute to informed decision-making, fostering a more skilled and adaptable workforce that meets the needs of modern economies. The obstacles to VET career guidance services for TCNs living in the partners' countries, precisely by facilitating their access to information, by improving quality of the services provided and by fostering the capacity of the operators.

The project consortium consists of nine partners from seven EU countries:

**Italy:** ASSOCIAZIONE NAZIONALE OLTRE LE FRONTIERE - (ANOLF MARCHE ODV), COO. INNOVAZIONE APPRENDIMENTO LAVORO MARCHE SRL IMPRESA SOCIALE (IAL MARCHE SRL).  
WELCOME A.P.S.

**Sweden:** SUPPORT GROUP NETWORK (SGN).

**Spain:** FUNDACION RED INCOLA (RED INCOLA).

**Belgium:** LE FOREM.<sup>1</sup>

**Greece:** ZEFXIS ASTIKI MI KERDOSKOPIKI ETAIREIA (Zeuxis NGO).

**Germany:** IHK- PROJEKTGESELLSCHAFT MBH (IHK).

**Cyprus:** CY.R.C. CYPRUS REFUGEE COUNCIL (CYRC).

More information about the project is available on the website at [www.go2vetproject.eu](http://www.go2vetproject.eu)

## 4. Aim

The overall aim of the survey is to investigate and assess through questionnaires the main barriers preventing young TCNs to access vocational training paths and existing bottlenecks of the VET system in recruiting students to be finally integrated into the labour market. The survey collected responses from seven European countries (SE, IT, BE, GR, ES, DE, CY). The barriers were collected from operators working directly with TCNs and from TCNs themselves. The survey is a preparatory phase for the capacity building programme that will be implemented based on the selection of operators

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<sup>1</sup> The study covers only the Walloon Region.

working with refugees, asylum seekers, and migrants for each partner. The capacity building programme will include training activities meeting the needs of all beneficiaries.

## 5. Survey Methodology

The survey was co-creatively developed in two versions by Support Group Network (SGN) in close collaboration and contribution of all partners. The final version of the survey was drafted and discussed with all partners several times during online meetings. The first version of the survey is to understand the current challenges faced by operators providing VET programs and to investigate, from their point of view, the barriers preventing TCNs from joining VET. The second version of the survey is for TCNs themselves in their host communities to map the experienced barriers.

As for the dissemination of the survey, the operators' version was distributed as a Google form via email, some countries spread a flyer with a QR code both online and around the city. Each partner contacted a group of relevant operators in partner countries, asking to answer the survey, reflect on the challenges they faced and suggest recommendations when providing VET programs. While for the TCNs it was an open call to participate in the survey through social media, printed announcements, consultations supporting TCNs in the completion of the survey, and through local networks and groups. The partners have also reached out to TCNs to seek their response and to collect their views regarding the barriers preventing them from participating in VET programs. Eventually, the partners organized consultations with the TCNs to offer support when filling out the survey, especially in the cases in which the linguistic barrier was relevant. In most of partner countries, at least 60 surveys were collected containing views of both operators and TCNs. Total responses are about 548 responses from seven EU countries reflecting views of operators and TCNs in those countries. However, participation of TCNs in Greece was limited to a small number of participants (only five), which meant excluding their views from the charts representing TCNs views in the findings section.

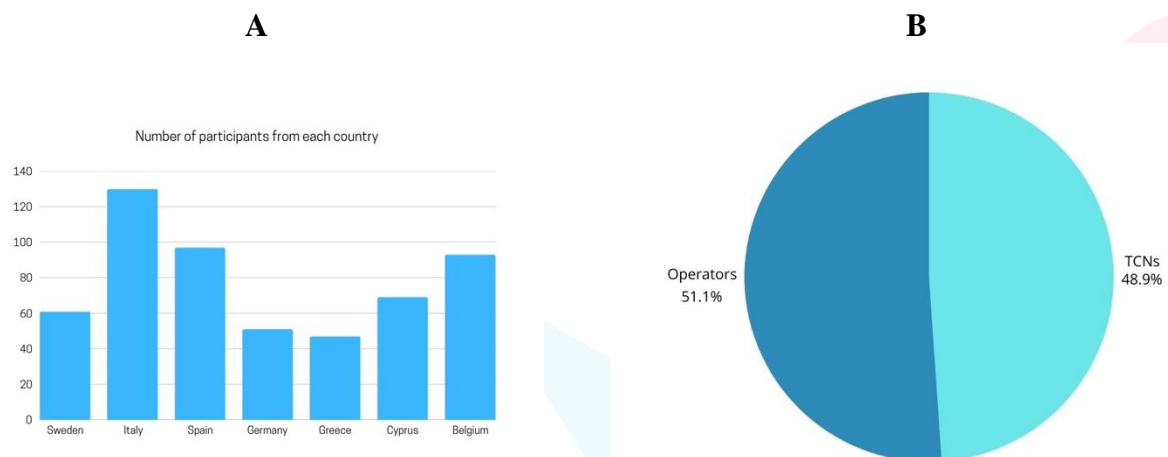
Questions of the survey for operators and TCNs are provided in Annex1.

## 6. Findings

This section provides the findings and results of the surveys about the main existing barriers and bottlenecks that prevent young TCNs from accessing vocational and educational training paths in seven EU countries. The findings of the survey are presented in two contexts: in the European context, considering responses from all operators and TCNs in seven European countries (more than 530 responses), and in the local context of each partner country.

Four major questions were asked to operators and end users (TCNs):

1. The main barriers and obstacles preventing third-country nationals (TCNs) from participating in vocational training programmes.
2. The biggest challenges for operators when providing vocational training programs to TCNs.
3. The main skills/knowledge that operators should have to address TCNs to be involved in VET programmes.
4. Solutions and suggestions might be relevant to overcoming the barriers.



**Figure 1.** **A.** distribution of survey participants between partner countries. **B.** distribution of survey participants between operators or TCNs.

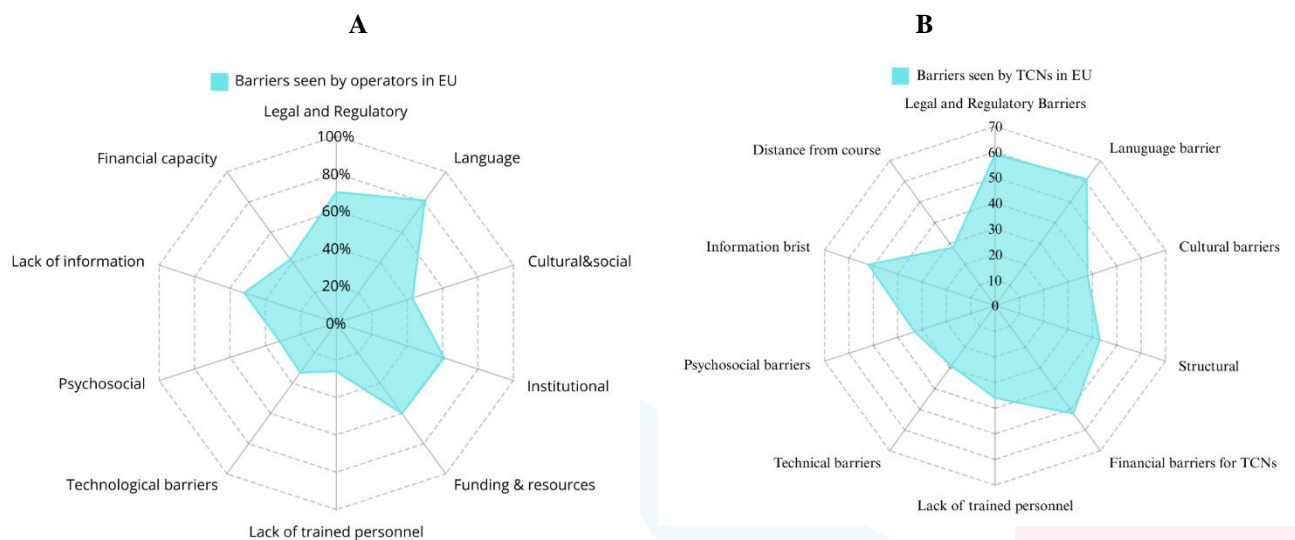
## 6.1 EU context

This section of the report presents the survey results, focusing on the primary barriers and challenges that prevent Third-Country Nationals (TCNs) from participating in vocational training programs across Europe. It provides a comprehensive overview by incorporating data from all partner countries involved in the project.

### 6.1.1 The main obstacles preventing third-country nationals (TCNs) from participating in vocational training programmes:

The collected responses were analysed and represented in various graphs to provide a clearer understanding of the challenges faced by different perspectives.

The first figure in this section (Figure 2.A) presents an overview of all barriers identified across EU countries, highlighting the key barriers seen by VET operators, illustrating the challenges encountered from an institutional perspective. The next figure in this section (Figure 2.B) highlights barriers reported by TCNs themselves, reflecting their direct experiences and difficulties in accessing VET programs.



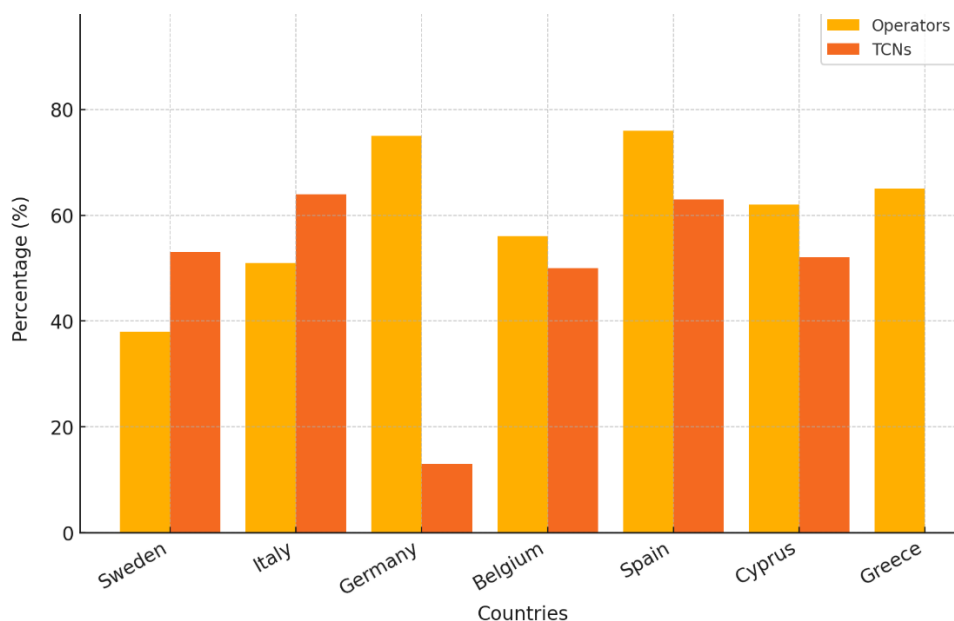
**Figure 2.** A. Barriers seen by operators in seven EU countries (SE, IT, DE, BE, ES, GR, CYPR). B. Barriers seen by TCNs in six EU countries (SE, IT, DE, BE, ES, CYPR).

The radar charts illustrate the key barriers that limit TCNs from participating in vocational training programmes across the partner countries. The chart highlights multiple obstacles with various levels of impact, it shows that **language** and **legal barriers** are the most significant ones chosen by both operators and TCNs. **Legal and regulatory barriers** refer to the absence of residence permits and work permits

that impede the participation in VET programs. Third country nationals state that **financial barriers** are also an important aspect to address where almost half of end users TCNs have been stating its significance.

In the next sections, different barriers have been illustrated separately for an easier comparison of their significance between partner countries.

o **Legal & regulatory barriers**



**Figure 3.** importance of legal and regulatory barriers seen by operators & TCNs in different EU countries.

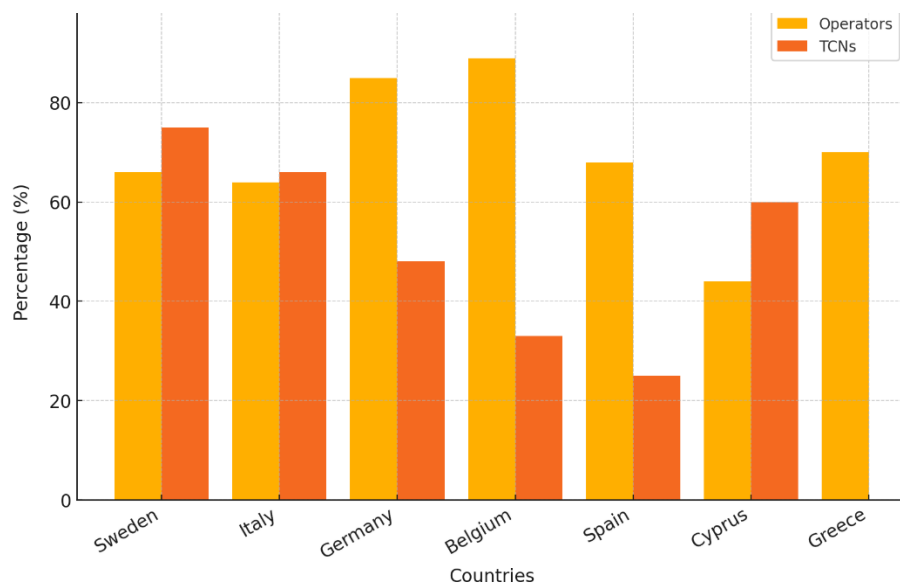
The bar chart illustrates the importance of legal and regulatory barriers in limiting TCNs to enter VET programs. The chart compares between views of both operators and TCNs across seven European countries. Due to sampling limitations in Greece, TCNs point of view in Greece is not shown.

Legal and regulatory barriers significantly impact TCNs’ access to VET, with Germany (75%) and Spain (76%) reporting the highest concerns among operators. However, in Germany, only 13% of TCNs see it as a major issue, indicating a perception gap. Bureaucratic complexity, visa restrictions, and lack of qualification recognition barrier enrolment, particularly in Germany, Spain, and Cyprus. To address this, policymakers should streamline legal processes, provide clear multilingual guidance, and introduce fast-track entry programs. VET providers should offer legal support services, improve awareness campaigns, and align policies with TCNs’ real experiences. A simplified and transparent legal framework will enhance access, reduce dropout rates, and better integrate migrants into the labour market.

In addition, operators have mentioned the following hindrances in relation to legal barriers:

- Complex bureaucratic processes make it difficult to access training or employment.
- Work permits are often required for training participation.
- Administrative challenges in understanding training eligibility and residence permit duration.
- Logistical issues, such as absenteeism due to administrative obligations.
- Legal barriers in qualification recognition and validation.

### o Language barriers



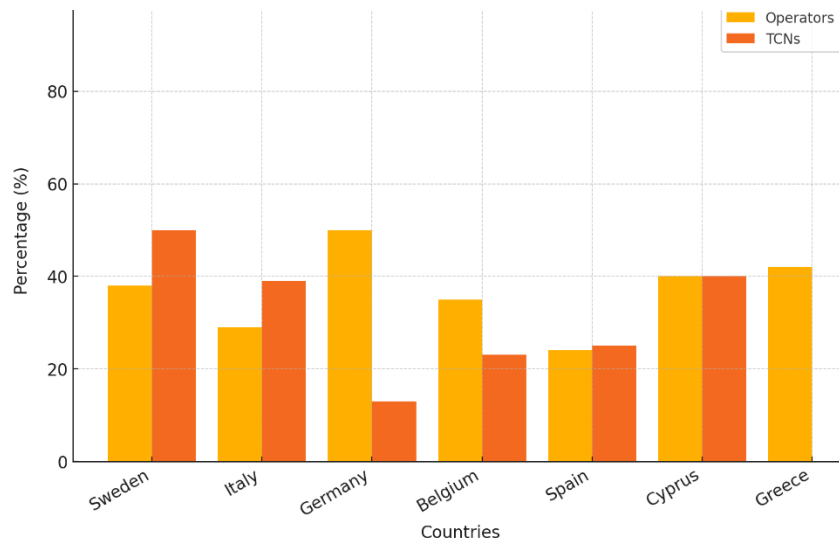
**Figure 4.** importance of language barriers seen by operators & TCNs in different EU countries

The bar chart illustrates the importance of language as a strong barrier for TCNs to enter VET programs. The chart compares between views of both operators and TCNs across seven European countries. Due to sampling limitations in Greece, TCNs point of view in Greece is not shown. Operators have mentioned that language barriers limit participation and comprehension and that lack of multilingual VET programs is also a major hindrance.

Language barriers are a major challenge for TCNs in VET, with Belgium (89%) and Germany (85%) reporting the highest concerns among operators. However, in Germany, only 48% of TCNs identify it as a barrier, suggesting a gap in perception. Limited language proficiency restricts access to training, job opportunities, and social integration, particularly in Germany, Belgium, and Greece. To address this,

policymakers should expand vocational language courses, integrate language support within VET programs, and provide industry-specific language training. Educators should adopt bilingual teaching methods, offer peer support programs, and create accessible learning materials. Flexible language training alongside VET can enhance participation, confidence, and employment prospects for TCNs.

o **Cultural barriers**

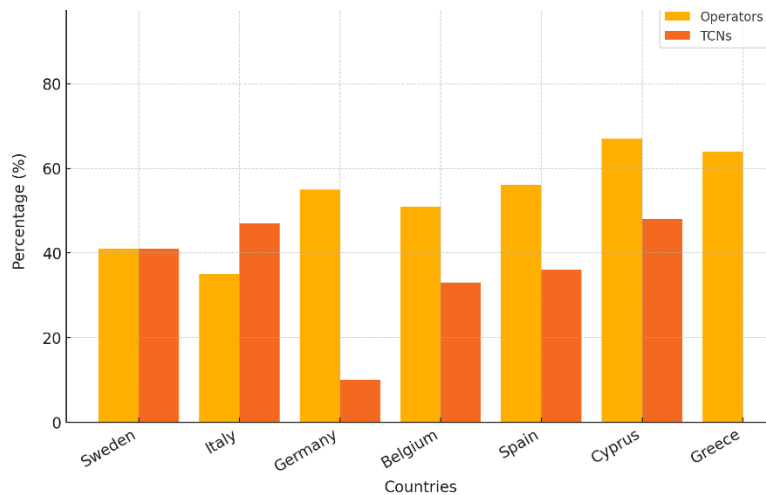


**Figure 5.** importance of cultural barriers seen by operators & TCNs in different EU countries.

The bar chart displays how operators and TCNs see the cultural barriers as a hindrance when trying to access VET programs across European countries. Cultural differences affect motivation and engagement and impose social integration challenges due to discrimination and exclusion.

Cultural barriers affect TCNs’ integration into VET, with Germany (50%) and Greece (42%) reporting the highest concerns among operators. However, Germany’s TCNs (13%) perceive it as less of an issue, highlighting a disconnection between perception and experience. Cultural differences, social exclusion, and lack of intercultural understanding can discourage participation and retention in VET programs. To address this, intercultural training for educators, mentorship programs, and peer support initiatives should be introduced. VET institutions should foster inclusive environments, celebrate diversity, and promote cultural awareness to bridge social gaps and encourage participation.

○ **Structural & institutional barriers**



**Figure 6.** importance of structural and institutional barriers seen by operators & TCNs in different EU countries.

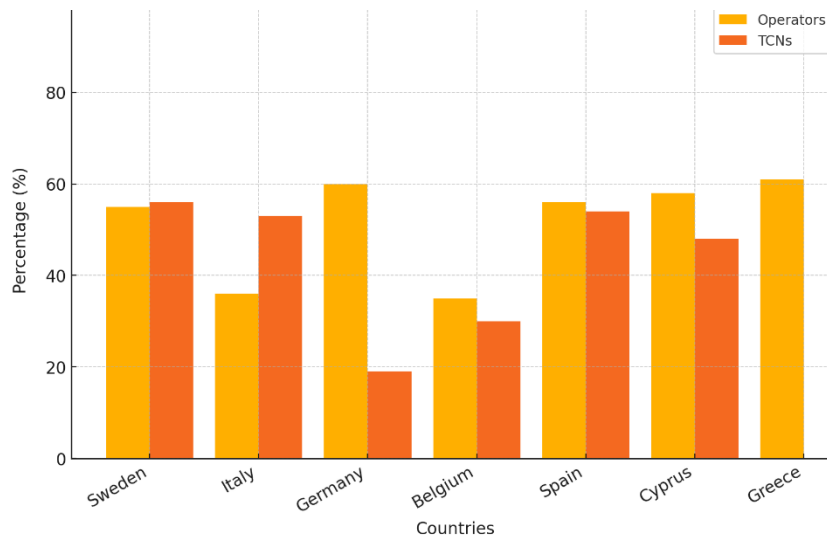
The bar chart displays how operators and TCNs see the structural and institutional barriers as a hindrance when trying to access VET programs across different European countries.

Operators mention the following key barriers in this regard:

- Lack of qualified trainers with expertise in diversity and empathy.
- Insufficient coordination between VET providers and social workers.
- Limited collaboration among training centers, employers, and advocacy groups.
- Poor awareness of available VET opportunities and requirements.

Structural and institutional barriers pose significant challenges for TCNs in VET, with Greece (67%) and Cyprus (64%) reporting the highest concerns among operators. However, Germany’s TCNs (10%) perceive these barriers as less significant, indicating a gap between policy perception and reality. Bureaucratic inefficiencies, complex admission processes, and limited institutional support make it harder for TCNs to access training. Policymakers should streamline administrative procedures, improve recognition of foreign qualifications, and enhance institutional capacity. VET providers should offer guidance services, simplify enrolment steps, and ensure accessible pathways for TCNs, fostering a more efficient and inclusive training system.

## ○ Financial barriers



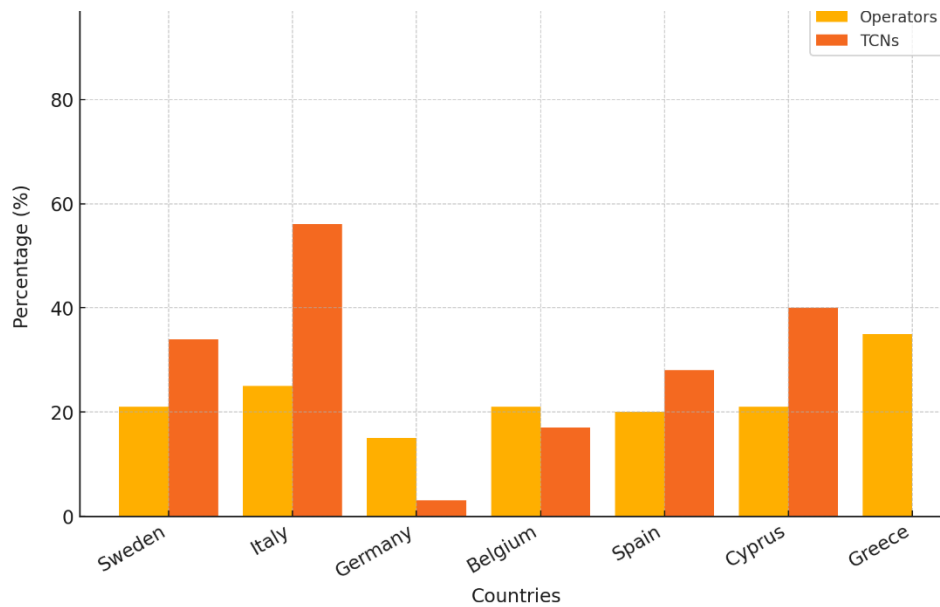
**Figure 7.** importance of financial barriers barriering TCNs from participating in VET programs seen by operators & TCNs in different EU countries.

The bar chart displays how operators and TCNs see the financial barriers as a hindrance when trying to access VET programs across different European countries. Operators have mentioned the following deterrents:

- Insufficient funding for training programs and mentorship initiatives.
- High costs of validation processes for foreign qualifications.
- Limited scholarships and financial aid for TCNs entering VET.

Financial barriers significantly impact TCNs' access to VET, with Germany (60%), Greece (58%), and Cyprus (61%) reporting the highest concerns among operators. However, Germany's TCNs (19%) perceive this issue differently, suggesting varying access to financial support. High tuition fees, limited scholarships, and lack of financial aid create obstacles for TCNs seeking vocational training. Policymakers should expand funding opportunities, offer tuition subsidies, and introduce targeted financial aid programs. VET providers should increase awareness of available financial support, collaborate with employers for sponsorships, and ensure affordable training options to reduce financial barriers and improve participation.

○ **Lack of trained personnel**

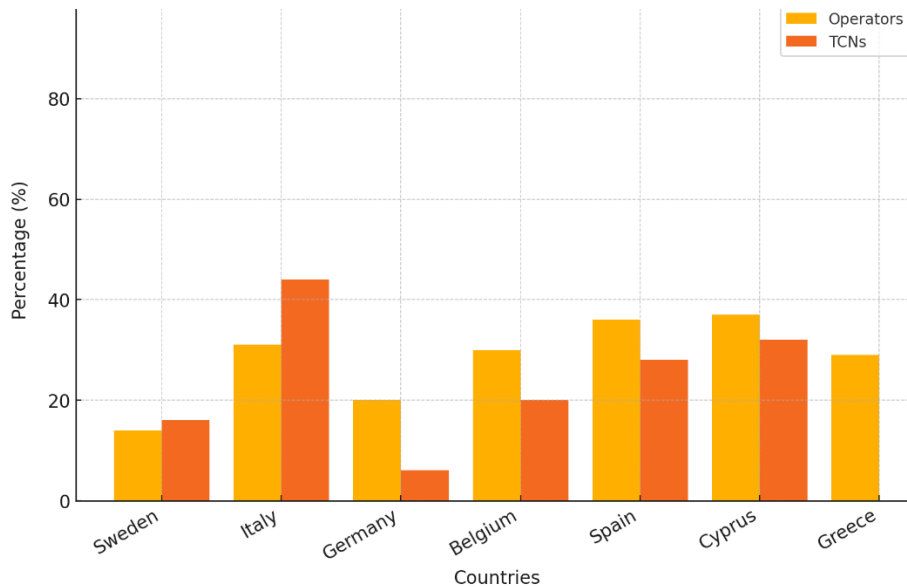


**Figure 8.** importance of lack of trained personnel at VET providers seen by operators and TCNs in different EU

The bar chart shows how operators and TCNs see lack of trained personnel as a hindrance when trying to access VET programs across different European countries.

The lack of trained personnel in VET is a growing concern, particularly in Greece (35%), where operators report the highest challenges. However, Germany’s TCNs (3%) see it as a minimal issue, indicating differences in perception. A shortage of qualified educators, culturally competent trainers, and vocational mentors can limit the quality of training for TCNs. Policymakers should invest in teacher training programs, promote diversity in VET staffing, and provide intercultural education for instructors. VET institutions should offer continuous professional development, encourage peer learning, and equip educators with skills to support TCNs effectively, ensuring high-quality and inclusive training.

o **Technical barriers**

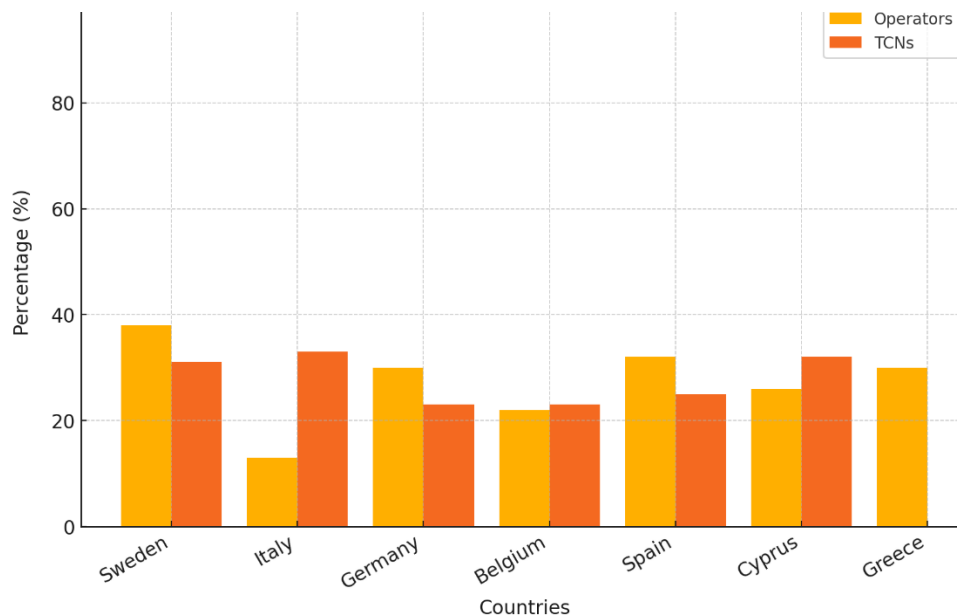


**Figure 9.** importance of technical barriers at VET providers in different EU countries.

The bar chart shows how operators and TCNs see technical barriers as a difficulty when attempting to access VET programs across different European countries.

Technical limitations barrier TCNs' access to VET, with operators in Cyprus (37%) and Spain (36%) reporting the highest concerns among operators. However, TCNs in Germany with only (6%) see it as a minor issue, suggesting unequal access to resources across countries. Limited availability of digital tools, outdated training equipment, and insufficient hands-on learning opportunities can affect TCNs' skill development. Policymakers should invest in modernizing VET infrastructure, expand access to digital learning platforms, and ensure equal distribution of technical resources. VET providers should integrate technology-driven training, offer hands-on workshops, and enhance digital literacy support to improve learning outcomes for TCNs.

## ○ Psychosocial barriers



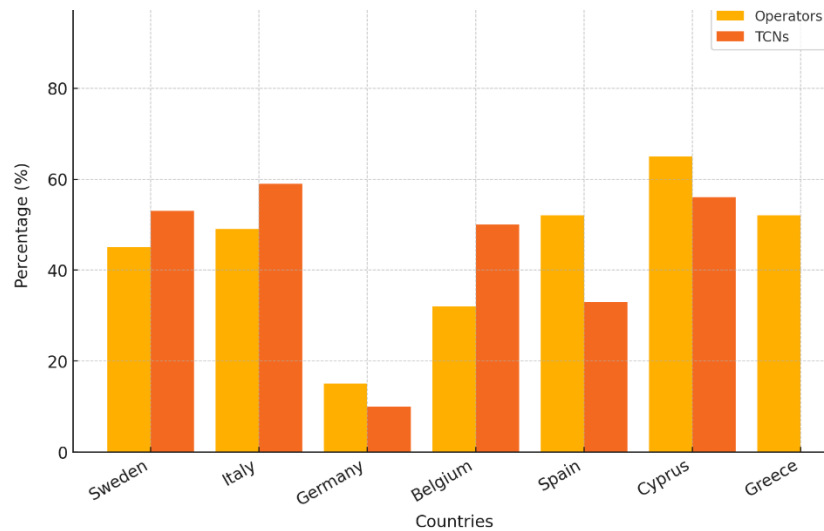
**Figure 10.** psychosocial barriers preventing VET participation in different EU countries.

The chart illustrates the importance of psychosocial barriers for TCNs from participating in VET programs in different EU countries. Operators mention the following as a complementary to this hindrance:

- Many participants have trauma from war zones with little to no psychological support.
- Lack of mentorship increases dropout rates.
- Language and cultural barriers contribute to isolation and low motivation.

Psychosocial barriers impact TCNs' participation in VET, with Sweden (38%) and Spain (32%) reporting the highest concerns among operators. However, the Italian operators (13%) perceive it as less significant, indicating varying levels of social support across countries. Challenges such as stress, discrimination, mental health struggles, and lack of peer support can discourage TCNs from enrolling or completing VET programs. Policymakers should invest in mental health support, create inclusive learning environments, and promote anti-discrimination policies. VET providers should offer counseling services, peer mentoring programs, and social integration activities to enhance well-being and boost TCNs' confidence in vocational training.

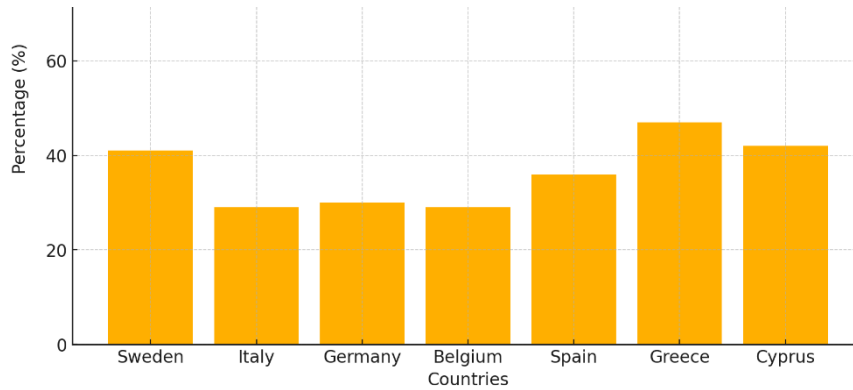
o Lack of information about VET programs



**Figure 11.** lack of information about VET programs preventing TCNs from participating in VET programs in different EU countries.

Lack of information about VET is a significant barrier, especially in Cyprus (65%) and Spain (52%), where operators report the highest concerns. TCNs in Germany (10%) perceive it as a minor issue, suggesting unequal access to guidance resources across countries. Many TCNs struggle to find clear, accessible information on available training programs, application processes, and career pathways. Policymakers should strengthen outreach efforts, create multilingual information platforms, and collaborate with migrant organizations to improve awareness. VET providers should offer guidance services, organize informational sessions, and simplify enrolment processes to ensure that TCNs can easily navigate the VET system.

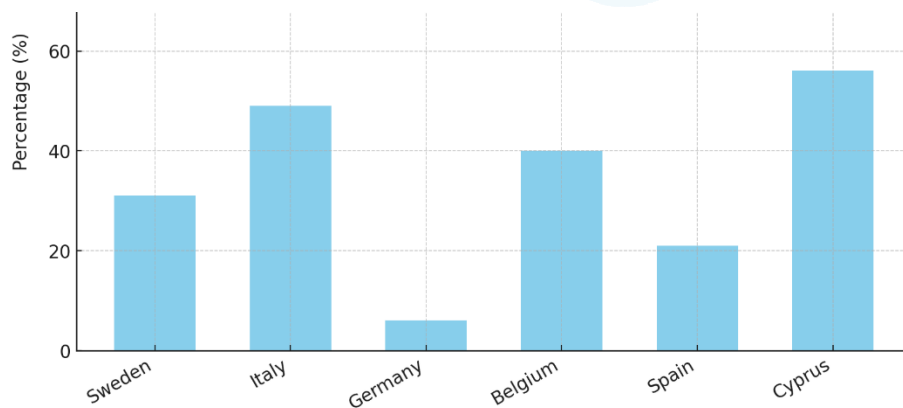
○ **Lack of financial capacity for operators**



**Figure 12.** lack of financial capacity for operators preventing TCNs from participating in VET programs in different EU countries.

Lack of financial capacity for operators is a notable challenge, with Greece (47%) and Cyprus (42%) reporting the highest concerns. This suggests that many VET institutions struggle with limited funding, insufficient resources, and inadequate financial support to accommodate TCNs effectively. Countries like Italy (29%) and Belgium (29%) report lower concerns, indicating better financial stability in their VET systems. Policymakers should increase funding for VET providers, offer targeted financial support for programs serving TCNs, and encourage public-private partnerships. Strengthening financial sustainability will help enhance training quality, expand capacity, and improve overall support for TCNs in vocational education.

○ **Distance from the course preventing**



**Figure 13.** Distance from the course preventing TCNs from participating in VET programs in different EU countries.

Distance from the location where the course is organized represents an obstacle for TCNs, with Italy (49%) and Cyprus (56%) reporting the highest concerns. This suggests that long travel distances, inadequate public transport, and high commuting costs make it difficult for TCNs to access VET programs. In contrast, Germany (6%) reports minimal concerns, indicating better geographical accessibility or transportation options. To address this, policymakers should expand VET opportunities to more locations, provide transportation subsidies for TCNs, and improve accessibility through online or hybrid learning options. Ensuring proximity to training centres will help increase enrolment and reduce dropout rates among TCNs.

### **6.1.2 Other challenges for operators when providing VET to TCNs:**

VET operators and providers have mentioned other hindrances when delivering VET programs for TCNs. Understanding these barriers is essential for developing effective strategies to improve vocational training accessibility and outcomes for TCNs.

#### **o Motivational and Educational Barriers**

- Difficulty adapting to a new education system, leading to low motivation.
- Unrecognized prior education and work experience create frustration.
- Lack of tailored support (language, cultural adaptation, job market guidance).
- Vocational Education and Training (VET) is often seen as a "second choice".
- Limited follow-up after VET completion barriers job market integration.

### **6.1.3 The main skills/knowledge that operators should have to address TCNs to be involved in VET programs:**

Key Competences and Knowledge Areas for Supporting TCNs in Vocational Education and Training (VET) programs:

#### **o Awareness and Guidance on VET Opportunities**

- Knowledge of available opportunities ensuring TCNs are well-informed about training programs, career pathways, and support services to improve participation in VET.
- Guidance and counselling skills, providing tailored career guidance, knowledge of training locations, employer networks, asylum procedures, and legal frameworks.

- Assessment and mapping skills to reach institutions offering vocational courses, local company personnel needs, and align training with employment demands.
- **Pedagogical and Instructional Skills**
    - Pedagogical competence with ability to convey information effectively, meet special needs, and support individuals with learning difficulties.
    - Adapted training Programs and implementing inclusive policies, intercultural communication strategies, and ensuring accessibility in vocational education.
    - Soft skills development to support TCNs with essential skills such as communication, empathy, active listening, and assertiveness to improve integration and engagement.
  - **Cultural Competence and Social Support**
    - Intercultural understanding, awareness of cultural differences in both educational settings and workplaces to facilitate smooth integration.
    - Social and psychosocial support to address emotional and psychological challenges TCNs may face, such as stress and insecurity in a new country.
    - Conflict resolution skills in managing disagreements constructively and turning conflicts into learning opportunities.
  - **Communication and Language Skills**
    - Multilingual proficiency and ability to communicate in multiple languages spoken by TCNs to enhance accessibility and engagement.
    - Simplified communication approaches such as using clear, simple language and diverse examples to ensure understanding.
  - **Practical and Organizational Skills**
    - Training program development and experience in organizing and delivering vocational training, including suitable infrastructure, laboratories, and trained personnel.
    - Networking and employer engagement, strong connections with potential employers and awareness of projects, funding options, and employment procedures.
    - Knowledge of accreditation and certification, understanding alternative access routes to VET programs and the recognition of prior qualifications and experience.

○ **Understanding TCNs' Background and Needs**

- Awareness of TCNs' legal and social status, knowledge of their work, residence, and mobility restrictions to provide realistic training and employment opportunities.
- Adaptability and resilience, and ability to work effectively with individuals from diverse backgrounds and support them in overcoming challenges.
- Knowledge of the labor market and understand job demands, working conditions, salaries, and align training with real employment opportunities.

**6.1.4 Solutions and suggestions to overcome the barriers:**

○ **Financial and Administrative Support**

- Increase financial aid options, making study loans more attractive than unemployment benefits.
- Simplify administrative procedures for registration and entry into training programs.
- Provide support for undocumented individuals through alternative validation methods.
- Enhanced Information Dissemination & Career Guidance.
- Improve outreach using multiple languages and targeted campaigns in public offices, workplaces, and community hubs.
- Strengthen career guidance services by offering personalized support, including skills assessments and pathways for those without academic records.
- Establish an expert body specializing in TCN rights, vocational access, and integration.

○ **Stronger Collaboration & Industry Involvement**

- Create coordinated partnerships between VET providers, employment agencies, and social services.
- Organize periodic roundtable discussions with businesses to align training programs with labor market demands and encourage TCN employment through apprenticeships.

○ **Language Support & Multilingual Training**

- Expand language course offerings, integrating them into vocational training.
- Provide study materials in multiple languages and ensure adequate translation support.

○ **Flexible & Accessible Training Options**

- Offer evening, weekend, and remote learning opportunities for TCNs balancing work commitments.
  - Ensure training centers are strategically located with good public transport access.
  - Establish specialized mixed training centers to facilitate integration and regularization.
- **Social & Psychosocial Support**
- Provide childcare services to support parents in vocational training.
  - Offer mobility support such as public transport subsidies for easier access to training locations.
  - Train VET providers in cultural diversity, multicultural education, and discrimination awareness.
- **Legislative & Structural Changes**
- Streamline residency and work permit processes to speed up professional recognition.
  - Adjust legislation to improve access to VET programs and ensure the effective allocation of resources.
  - Include TCNs in workforce planning and long-term human resource forecasting.
  - By addressing these key areas, vocational training can become more inclusive and accessible, ultimately enhancing TCNs' participation in the labour market.

## 6.2 Country-based context

This section presents an analysis of the challenges faced by third-country nationals (TCNs) in accessing Vocational Education and Training (VET) programs, challenges for operators when providing VET programs, and the skills they should have, solutions and suggestions might be relevant to overcoming these barriers. The data is categorized by country, providing insights into the structural, institutional, and personal obstacles that impact TCN participation in VET.

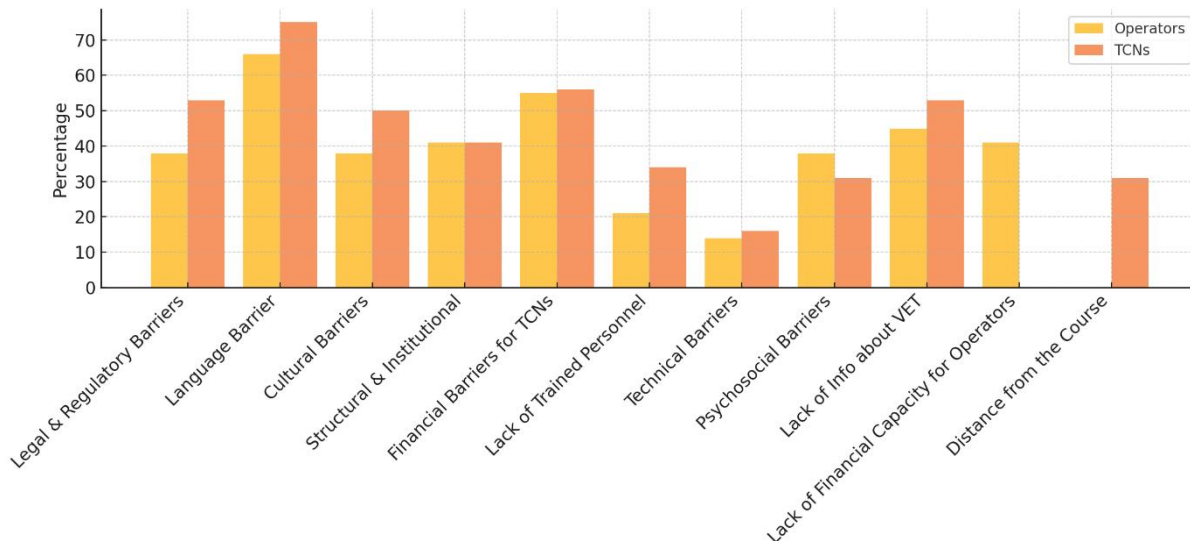
By examining country-specific data, this section aims to identify patterns and differences in the challenges faced across various European countries. Understanding these country-based challenges is essential for developing targeted solutions and policy recommendations that address the specific needs of TCNs in different national contexts.

### 6.2.1 Sweden

In Sweden, the survey was answered 61 times, including 29 VET operators and 32 end users (TCNs).

6.2.1.1. The main obstacles preventing third-country nationals (TCNs) from participating in vocational training programmes:

Answers from operators and TCNs from Sweden has been gathered in the following figure:



**Figure 15.** barriers reported by Swedish operators and TCNs living in Sweden

The chart highlights key barriers affecting the participation of Third-Country Nationals (TCNs) in Vocational Education and Training (VET) programs in Sweden, comparing their perspectives with those of operators. The most significant barrier for TCNs is the **language barrier (75%)**, which is also a major concern for operators (66%). This suggests that language difficulties significantly barrier TCNs' access to VET programs. **Legal and regulatory barriers (53%)** and **lack of information about VET opportunities (53%)** also pose major challenges, indicating that bureaucratic processes and awareness gaps limit participation.

Financial constraints are another critical issue, with **56% of TCNs** and **55% of operators** citing financial barriers. Additionally, **structural and institutional barriers** affect both groups equally (41%), highlighting systemic challenges in Sweden's VET framework. **Cultural barriers (50%)** and **psychosocial factors (31%)** further impact TCNs, potentially leading to difficulties in integration and engagement.

A unique barrier for TCNs is **distance from courses (31%)**, suggesting accessibility issues. Meanwhile, **41% of operators** struggle with a **lack of financial capacity**, which may affect program availability. Overall, these barriers indicate that improving **language support, financial aid, and awareness campaigns** could enhance TCNs' participation in VET programs and their integration into the Swedish labor market.

In addition to the issues listed in the survey, operators highlighted additional challenges, including:

- a) **Lack of labour market integration:** Vocational education and training programs are often designed to lead to employment, but TCNs may face discrimination or preference for local candidates in the hiring process. There may also be reluctance among some employers to offer internships or apprenticeship positions for TCNs due to prejudice or uncertainty about labour law.
- b) **Gender based barriers:** Barriers for women in pursuing their own education, primarily due to gender equality obstacles. It requires good childcare, even during job search, visits to authorities, or other institutions (e.g., Employment Agency, Guidance Counsellor, etc.).
- c) **Lack of resources with the education provider:** lack of financial support and encouragement for the target group.
- d) **Discrimination** in terms of gender and ethnicity.

As for the results and findings of the survey distributed among TCNs, the following graphic shows the elements identified by TCNs as the main obstacles preventing them from participating in VET programs:

#### *6.2.1.2. The biggest challenges for operators when providing vocational training programs to TCNs:*

Providing vocational training programs to third-country nationals (TCNs) comes with a range of challenges that impact both the accessibility and effectiveness of these programs. Operators responsible for implementing vocational education and training (VET) must navigate multiple barriers, including linguistic barriers, access to information, funding and resources. These challenges can barrier TCNs' ability to access and successfully complete training, ultimately affecting their integration into the labor market.

In this section, we will explore the key challenges faced by VET operators when delivering training programs for TCNs, highlighting the most significant obstacles and their implications for both learners and training providers. Understanding these barriers is essential for developing effective strategies to improve vocational training accessibility and outcomes for TCNs.

Providing vocational training programs to TCNs puts several challenges for operators including:

- a) **Motivation and adaptation to the education system:** For many TCN participants, it can be a challenge to understand and accept the Swedish education system, which may differ from their origin country's one. Because of this, participants may also struggle to see the long-term value of the education, especially if they need to quickly start working to earn money to support themselves and their family. This condition can affect their motivation to complete the training, especially if they do not see immediate economic benefits.
- b) **Lack of prior education and experience:** Many TCN participants have education and work experience from their home countries, but their qualifications are not always recognized in Sweden. This can create uncertainty and frustration, especially when participants feel they have to start over or are not given the recognition they deserve for their previous experience.
- c) **Lack of tailored support structures:** TCN participants may have specific needs regarding support during their education, which are not always addressed. This may include extra help with language learning, cultural adaptation, or guidance on how to best navigate the labour market. Without proper support, it can be difficult to maintain engagement and motivation throughout the education period.
- d) **Understanding and recognition of the value of Vocational Education and Training (VET):** there is common misconception about VE. Many people often consider it as a second choice and it's only for individuals who are unable to attend university. Rather it's a different type of education and it is not lesser than a university's qualification.
- e) **Long-term follow-up and labour market integration:** After the education ends, TCNs (Third-Country Nationals) may still face obstacles in the job market, which could affect the effectiveness of the education. Operators often have limited resources to follow up and support participants in the workforce and ensure a smooth transition from education to employment.

#### *6.2.1.3. The main skills/knowledge that operators should have to address TCNs to be involved in VET programs:*

To effectively support third-country nationals (TCNs) in accessing (VET) programs, operators must possess a diverse set of skills and knowledge. These competencies enable them to understand the unique challenges TCNs face, provide tailored guidance, and create an inclusive learning environment.

In this section, we will explore the key skills and knowledge areas that VET operators should develop to better engage and support TCNs, ensuring that vocational training becomes a viable and accessible pathway for their professional growth and integration into society.

- a) **Knowledge of the opportunities available for TCNs:** A key factor in improving third-country nationals' (TCNs) participation in Vocational Education and Training (VET) programs is ensuring that they are well-informed about the opportunities available to them. Many TCNs face challenges in accessing VET programs simply because they lack awareness of the training options, career pathways, and support services designed to assist them.
- b) **Pedagogical skills:** To convey information for TCNs, to meet and support individuals with special needs and learning difficulties.
- c) **Cultural differences understanding:** is needed both in the school system and in workplaces during practical training.
- d) **Social and psychosocial support:** Many TCNs may need support beyond education, for example, to handle stress or insecurity in the new country. Operators often have limited capacity to offer this type of support, which can affect TCNs' motivation and ability to complete their training.

#### *6.2.1.4. Solutions and suggestions might be relevant to overcoming the barriers:*

To overcome these barriers suggestions from operators are crucial, however overcoming the barriers that barrier TCNs from participating in VET programs requires a combination of strategic solutions and recommendation from both TCNs and operators' perspectives.

**Operators' suggestions include:**

- a) **Financial support:** A possibility to increase the financial support for TCNs; some choose unemployment benefits over studies loans because it provides more financial security.
- b) **Dissemination of information:** Operators suggest using better dissemination strategies to the target group, both physically and by further adapting the information with providing support in native languages, career and study guidance.
- c) **Stronger collaboration:** A coordinated approach between vocational education providers and key support institutions such as employment agencies, job centres, and social services is needed. Strengthening collaboration between these entities can help TCNs to overcome barriers to employment and ensure that vocational training aligns with real job market demands.
- d) **Develop language skills alongside vocational training:** Many participants lack the required Swedish language skills to enter certain programs. A solution could be that of offering more

language courses integrated with vocational training so they can improve their Swedish while gaining practical skills, and to provide study guidance in native languages.

- e) **Support for undocumented people:** For individuals who have studied elsewhere but cannot access their records, alternative validation methods should be available, such as skills assessments based on work samples or practical tests.
- f) **Tailored career guidance:** Many participants have been in the workforce for a long time and may not have access to previous academic records. More personalized and targeted guidance can help them identify alternative pathways into vocational education and find employers willing to recognize their experience, even without formal documentation.

As already mentioned, TCNs' perspectives on the solutions to improve career guidance services is relevant too. According to TCNs the following suggestions were identified to overcome the barriers preventing from their participation in VET programs:

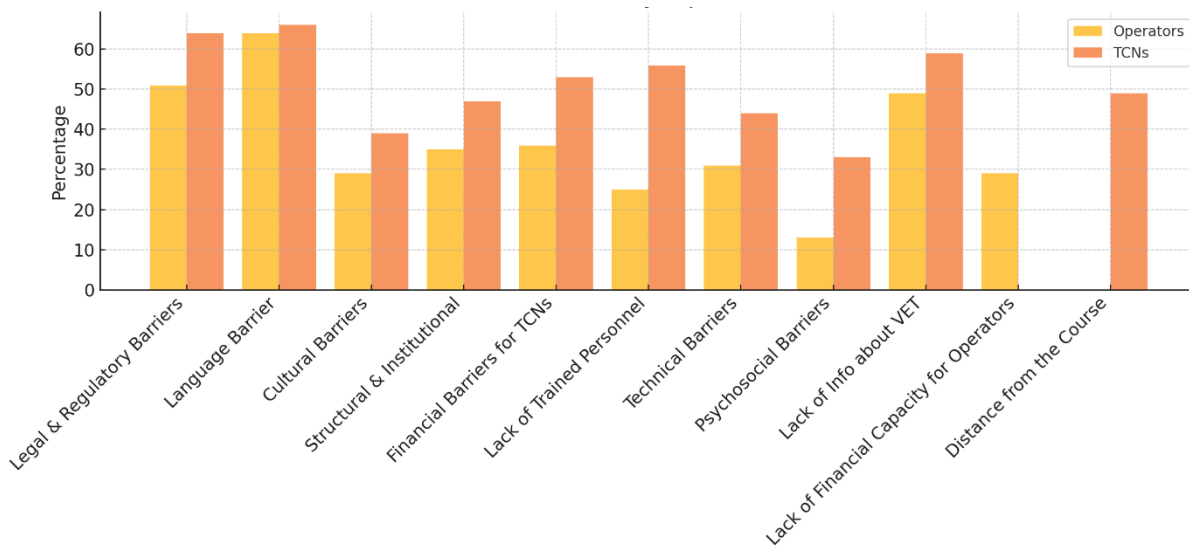
- a) **Social integration:** Having intercultural competence enhancement among staff members is a valuable aspect of the educational and learning processes.
- b) **Access to information:** Improvement of the access to information about vocational training programs through providing information in more languages, and better outreach efforts. Implement methods that encourage participation in courses, such as information sessions and discussions about the importance of vocational education.
- c) **Financial support:** Support educational costs and provide financial aid through technical cooperation networks and create financial support programs, scholarships, or subsidies for TCNs.

## 6.2.2 Italy

In Italy, the survey was answered by 130 individuals, including 55 VET operators and 75 end users (TCNs).

### *6.2.2.1 The main obstacles preventing third-country nationals (TCNs) from participating in vocational training programmes:*

VET operators and TCNs in Italy consider the following factors as crucial in preventing target group from participating in VET programs:



**Figure 16.** Barriers preventing TCNs from VET participation in Italy.

The chart illustrates key barriers affecting the participation of Third-Country Nationals (TCNs) in Vocational Education and Training (VET) programs in Italy, comparing their perspectives with those of the operators.

The most significant barriers for TCNs are the language barrier (66%) and **legal and regulatory obstacles (64%)**, both of which are also recognized by operators (64% and 51%, respectively). Financial constraints are another major concern, with **53% of TCNs** and **36% of operators** identifying financial barriers. Notably, **lack of information about VET programs** is more prominent among TCNs (**59%**) compared to operators (**49%**), highlighting a critical information gap.

Structural and institutional barriers also affect TCNs (47%) and operators (35%), indicating systemic challenges. Moreover, **lack of trained personnel** is a greater concern for TCNs (56%) than operators (25%), suggesting that insufficiently skilled educators could barrier effective participation.

A unique barrier for TCNs is **distance from the course (49%)**, which highlights accessibility challenges. Conversely, **29% of operators** identified a **lack of financial capacity**, possibly impacting program sustainability.

Overall, addressing these barriers—especially through improving language support, increasing information dissemination, and reducing financial and structural obstacles—could enhance TCNs' integration into Italy's VET system.

The survey respondents identified also additional challenges including:

- a) **Poor operational connection:** This refers to a lack of coordination and cooperation between the various institutions or organizations involved in vocational training. These organizations might have similar goals but are not working together in a streamlined, efficient way. Different organizations may end up doing the same activities or providing the same training without realizing it.
- b) **Challenges related to entry requirements:** Refer to challenges faced by individuals trying to access or enter vocational training programs, educational institutions, or specific careers due to the barriers or conditions set by these programs.

#### *6.2.2.2 The biggest challenges for operators when providing vocational training programs to TCNs:*

In this section, the report will explore the key challenges faced by VET operators when delivering training programs for TCNs, highlighting the most significant obstacles and their implications for both learners and training providers.

Providing vocational training programs to TCNs puts several challenges for operators including:

- a) **Administrative/bureaucratic barriers:** Obstacles created by complex administrative procedures and systems that make it difficult for individuals to access or participate in vocational training programs, education, or even employment opportunities. These barriers are typically associated with overly complicated paperwork, document procedures, or inefficiencies in the system.
- b) **Cultural barriers, equality, integration, and discrimination:** Challenges that TCNs coming from diverse cultural, ethnic, or social backgrounds face when trying to access vocational training programs or integrate into the workforce. These issues can prevent individuals from fully

participating in training, education, or employment due to prejudices, stereotypes, and social exclusion.

### *6.2.2.3 The main skills/knowledge that operators should have to address TCNs to be involved in VET programs:*

In this section, we will explore the key skills and knowledge areas that VET operators should develop to better engage and support TCNs, ensuring that vocational training becomes a viable and accessible pathway for their professional growth and integration into society.

- a) **Assessments skills:** Provide an up-to-date mapping of institutions offering vocational courses. Additionally, mapping of companies in the area and their personnel needs.
- b) **Organizational and practical skills:** To effectively manage training programs and ensure successful implementation.
- c) **Communication and language skills:** Proficiency in multiple languages, particularly those spoken by TCNs which enhances accessibility and engagement.

### *6.2.2.4 Solutions and suggestions might be relevant to overcoming the barriers:*

Overcoming the barriers that prevent TCNs from participating in VET programs requires a combination of strategic solutions and recommendations from both TCNs and operators' perspectives.

**Operators'** suggestions that came from the surveys include:

- a) **Regular roundtable discussions on vocational training:** Companies should be involved after they've been identified, playing an active role in organizing training programs. Additionally, they should commit to hiring TCNs, even if it's through an initial apprenticeship.
- b) **Course location accessibility:** More strategic selection of courses' locations with schedules that align well with public transportation options.
- c) **Informative campaigns:** Tutoring and facilitating access to funds, disseminate information about the courses in municipal and state offices (e.g. police headquarters and prefecture) that are more in contact with the public, in workplaces especially in companies with a high percentage of foreigners and in bars/restaurants.
- d) **Offer VET programmes in multiple languages:** ensuring that TCNs can fully understand and engage within the training material.

According to TCNs the following suggestions were identified to overcome the barriers preventing from their participation in VET programs:

- a) **Specialized Italian language courses:** Tailored to the specific requirements of the relevant work sector.
- b) **Expanding the distribution of informational announcements** across the city and increase the dissemination within already integrated communities by posting notices in neighbourhoods with a high foreign population, engaging with community Facebook groups, and reaching out to spokespersons from different countries.
- c) **Employment opportunities:** For the top-performing participants after completing the vocational training. The availability and support for individuals who have successfully completed vocational training programs and excelled in them, to transition into meaningful, sustainable employment. Ensuring that high-achieving graduates have access to employment opportunities is crucial for the effectiveness of vocational training programs

### 6.2.3 Belgium

In Belgium, 93 responses were collected including 63 VET operators and 30 end users (TCNs).

#### *6.2.3.1 The main obstacles preventing third-country nationals (TCNs) from participating in vocational training programmes:*

Respondents of operators and TCNs in Belgium consider the following factors as crucial in preventing TCNs from participating in VET programs:

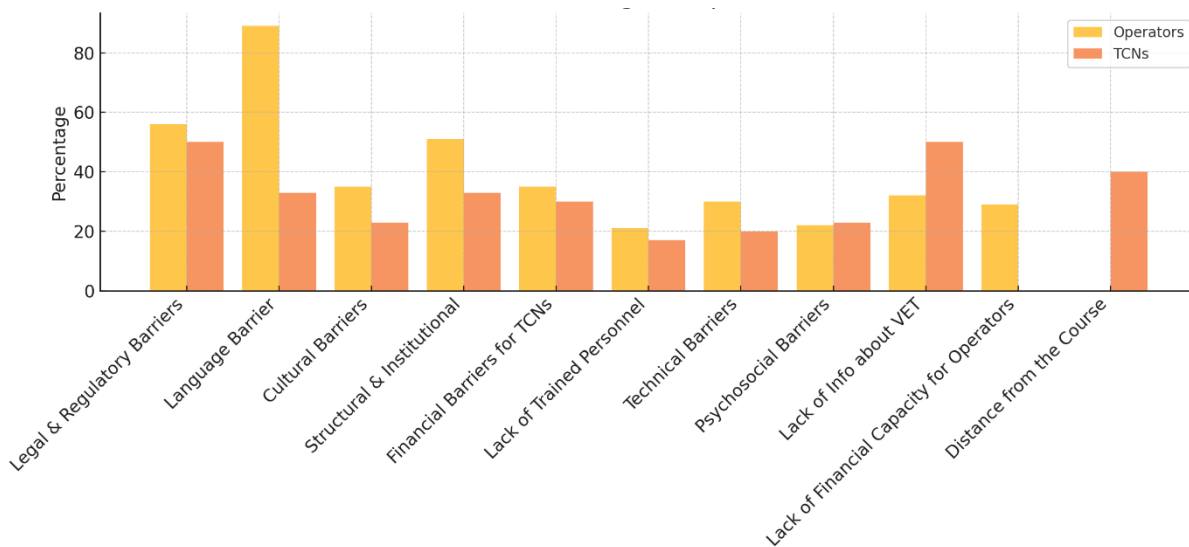


Figure 18. Barriers seen by operators and TCNs in Belgium.

The chart illustrates the barriers impacting the participation of Third-Country Nationals (TCNs) in Vocational Education and Training (VET) programs in Belgium, comparing their experiences with those of operators.

The most significant barrier for operators is the **language (89%)**, contrasting sharply with TCNs, where only **33%** reported this as a challenge. This suggests that operators perceive language as a larger issue than the TCNs themselves. **Legal and regulatory barriers** are noted by **56% of operators** and **50% of TCNs**, indicating a shared concern regarding complex administrative procedures.

**Structural and institutional barriers** were also highlighted, with **51% of operators** and **33% of TCNs** identifying them as obstacles. The **lack of information about VET** is particularly challenging for TCNs (**50%**), suggesting a significant need for better outreach and information dissemination.

Interestingly, **distance from the course** is noted by **40% of TCNs**, highlighting logistical challenges that may prevent participation. Operators, however, are more concerned with **financial capacity (29%)**, affecting their ability to provide or sustain training programs.

Overall, the data suggests that efforts in Belgium should focus on improving access to information, addressing logistical challenges, and simplifying administrative processes to support TCN participation in VET programs.

The following list provides some additional barriers identified by the operators:

- a) **Job and education requirements:** the criteria set by vocational training programs or employers that individuals must meet to qualify for a position or enrol in a course. Such as entrance test,

equivalence, and previous experience. These requirements can create a challenge to TCNs participants to enter VET programs.

- b) **The Difficulty of diploma equivalences:** People can obtain level equivalence (bachelor's or master's) but specific equivalence is never guaranteed.
- c) **Lack of resources or expertise:** Integrating TCNs sometimes requires specialized skills that not all trainers or institutions have at their disposal. This may include skills in analysing frameworks or technological tools for implementation.

#### *6.2.3.2 The biggest challenges for operators when providing vocational training programs to TCNs:*

In this section, the report will explore the key challenges faced by VET operators when delivering training programs for TCNs, highlighting the most significant obstacles and their implications for both learners and training providers.

Providing vocational training programs to TCNs puts several challenges for operators including:

- a) **The difficulties related to knowledge of the language of teaching/training:** The challenges faced by operators when the language used in a vocational training program or educational setting is not the first language or one TCNs are fluent in. This can create significant barriers for learning and effective participation, particularly for people from different linguistic backgrounds.
- b) **The requirement for work permits to access training:** Vocational training programs might require participants to have a valid work permit. Without a work permit, non-citizens (such as immigrants or temporary residents) may be excluded from these programs, even if they are highly qualified or motivated to learn.
- c) **Social integration and integration into the job market:** As social workers have no connection to companies limits their actions according to their point of view.
- d) **Administrative difficulties:** Knowledge of the right of access to training, duration of eligibility for the residence permit.
- e) **Logistical difficulties:** Potential absenteeism of candidates to manage their administrative procedures.
- f) **Lack of qualified staff in certain subjects:** The lack of staff adequately trained in diversity and empathy, the language barrier of learners, insufficient coordination of services and the administrative complexities linked to the status of TCNs.

- g) **Mental health and support:** The increase in foreign nationals who come from war zones and whose trauma is not being treated despite the resilience displayed by this public.

#### *6.2.3.3 The main skills/knowledge that operators should have to address TCNs to be involved in VET programs:*

In this section, we will explore the key skills and knowledge areas that VET operators should develop to better engage and support TCNs, ensuring that vocational training becomes a viable and accessible pathway for their professional growth and integration into society.

- a) **More knowledge to guide TCNs:** Knowledge of training locations and their level of requirement and knowledge of employer networks. Knowledge of the asylum procedure, knowledge of the legislation on foreign law and develop partnerships with local stakeholders for overall support.
- b) **Cultural knowledge:** Adapted training programs, inclusion policy, intercultural communication.
- c) **Communication skills, Kindness and empathy** are essential qualities for success in both vocational training and the workplace. These interpersonal skills not only improve interactions between TCNs and operators but also enhance the learning environment, create a positive work culture, and improve outcomes for individuals and organizations.

#### *6.2.3.4 Solutions and suggestions might be relevant to overcoming the barriers:*

Overcoming the barriers that barrier TCNs from participating in VET programs requires a combination of strategic solutions and recommendations from both TCNs and operators' perspectives.

**Operators'** suggestions that came from the surveys include:

- a) **Language support:** A much larger offer of French courses in the Walloon region is needed, as the current ones, are totally insufficient and prevent people from starting with the basics. Language course integrated into the training. Followed by social life companions.
- b) **Childcare:** Allow childcare outside school hours.
- c) **Mobility:** Provide access to a bus subscription to all TCNs.

- d) **Administrative procedures:** Support for registration procedures and simplification of administrative procedures.
- e) **TOT:** Training of trainers in cultural diversity, training of trainers in multicultural andragogy and discrimination.
- f) **Facilitate entry tests:** Adapt training entry tests and offer preparatory modules to facilitate entry into training.
- g) **Expert Body for TCN Rights & Integration:** Creation of a competent body (legal knowledge concerning the right of access of TCNs + in-depth knowledge of the integration landscape).
- h) **Mixed Training Centres with Flexible Access:** Specialized mixed training centres (60%/40% ratio) for migrants, promoting language practice and overcoming administrative barriers for continued training and regularization.
- i) **Improved French Courses & Better-Located Refugee Centres:** More compulsory, more supported and above all better-quality French courses. better location of refugee centres (which are far too isolated).

According to TCNs the following suggestions were identified to overcome the barriers preventing from their participation in VET programs:

- a) **Less complicated administrative procedures:** Reduce the time taken to issue residence permits, make administrative procedures less complicated. Strengthens the connection system between beneficiaries and professional training services.
- b) **Provide information about job opportunities:** Intensify capacity building and skills validation programs. Organize information and awareness sessions. Having a dedicated place to have all the information when you arrive in Belgium and establish pre-training programs (maths, IT, etc.) especially for young people.
- c) **Active help in finding jobs:** Implement a guidance and counselling program within asylum seeker centres to support job seekers. Provide active assistance in job placement, as TCNs often face rejection when submitting their CVs independently.
- d) **Qualification consideration:** Consider qualifications and grant work permits to all those who want or can work. It is for those who have a diploma to have short-term training and have direct access to work without the obligation to repeat all the years of study to have access to work while they were professionals in this profession in their country of origin.

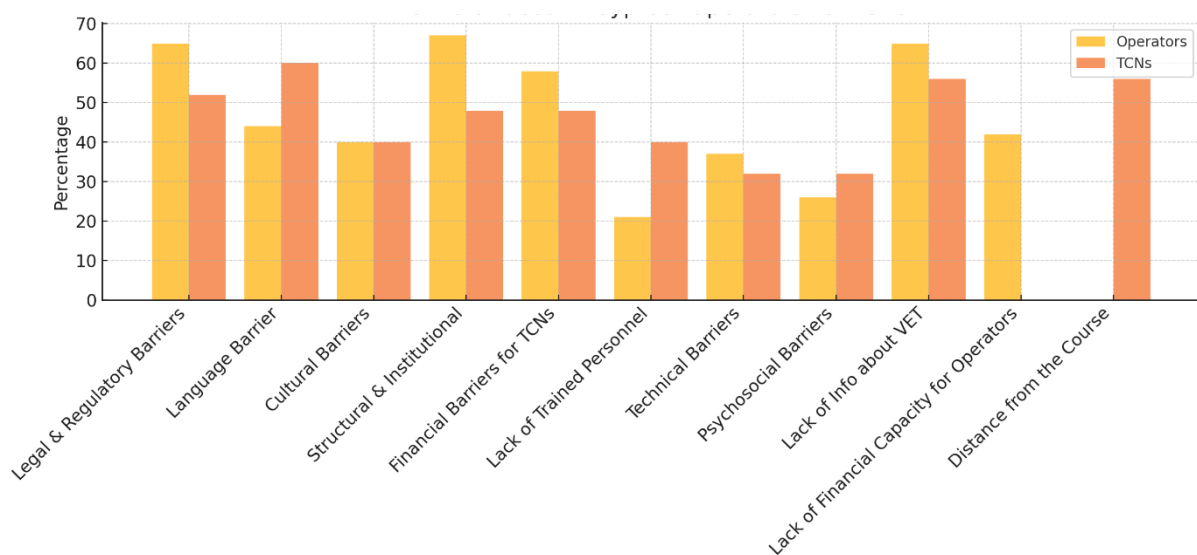
- e) **Equality and recognition waiting time:** More homogeneous distribution of training programs across the Walloon territory. Additionally an easier, accelerated and simplified recognition process of diplomas.

### 6.2.4 Cyprus

In Cyprus, the survey was completed by 69 respondents which include 43 VET operators and 26 end users (TCNs).

#### 6.2.4.1 The main obstacles preventing third-country nationals (TCNs) from participating in vocational training programmes:

VET operators and TCNs in Cyprus consider the following factors as crucial in preventing target group from participating in VET programs:



**Figure 19.** Barriers seen by operators and TCNs in Cyprus.

The chart highlights the barriers affecting the participation of Third-Country Nationals (TCNs) in Vocational Education and Training (VET) programs in Cyprus, comparing their experiences with those of operators.

The most prominent barrier for operators is **structural and institutional obstacles (67%)**, while **legal and regulatory barriers (65%)** and **lack of information about VET (65%)** are also significant. TCNs

similarly face **legal barriers (52%)** and **lack of information about VET (56%)**, suggesting that navigating administrative processes and accessing relevant information are common challenges.

Language barriers impact **60% of TCNs** compared to **44% of operators**, highlighting communication as a critical issue for effective engagement. **Financial barriers** are also notable, with **58% of operators** and **48% of TCNs** identifying them as challenges.

Interestingly, **distance from the course (56%)** is a unique barrier for TCNs, indicating logistical difficulties. Additionally, **lack of trained personnel** is a more significant concern for TCNs (**40%**) than operators (**21%**), which could impact the quality of training experiences.

Overall, to enhance TCN participation in VET programs in Cyprus, efforts should focus on improving information dissemination, addressing structural and financial obstacles, enhancing language support, and ensuring better accessibility to training locations.

The following list provides some additional barriers identified by the operators:

- a) **Integration difficulties:** Lacking integration programs, where locals and TCN can interact. Additionally, the existence of fear surrounding TCN as the law does not always protect them making it overall harder for them to look beyond just the necessities of survival.
- b) **Absence of childcare:** affecting especially females due to the lack of time/money to participate in VETs.
- c) **Lack of motivation:** General disregard of the potential of TCNs from the State. TCNs who face uncertainty around their residence status/living conditions can find it challenging to remain committed/motivated to VET programs without a clear path to the future.

#### *6.2.4.2 The biggest challenges for operators when providing vocational training programs to TCNs:*

In this section, the report will explore the key challenges faced by VET operators when delivering training programs for TCNs, highlighting the most significant obstacles and their implications for both learners and training providers.

Providing vocational training programs to TCNs puts several challenges for operators including:

- a) **Communication Difficulties:** Limited Resources for Language Support, and extremely limited VET programs offered in English or in languages other than Greek.

- b) **Validation difficulties:** Third Countries Nationals often possess skills and qualifications from their home countries, but VET operators may find it challenging to recognize and validate these credentials, leading to mismatches between training and actual skill levels.
- c) **Limited connectivity/collaboration:** Especially among VET providers, and engagement in advocacy towards funders, limited awareness of refugee population/characteristics, limited interaction with refugees/knowledge of assorted rights.
- d) **Lack of knowledge:** Whether asylum seekers and refugees can access VET programs, especially those offered by state institutions; they lack knowledge on available VET opportunities and admission requirements.

#### *6.2.4.3 The main skills/knowledge that operators should have to address TCNs to be involved in VET programs:*

In this section, the report will explore the key skills and knowledge areas that VET operators should develop to better engage and support TCNs, ensuring that vocational training becomes a viable and accessible pathway for their professional growth and integration into society.

- a) **Cultural knowledge skills:** Intercultural communication and cultural awareness - to be able to explain things in simple language and using many different examples as well as to be aware of cultural differences that might arise. To have good facilitation skills to make everyone comfortable, feeling safe and navigating through the VET program.
- b) **Conflict resolution:** There will always be disagreements or conflict so ability to de-escalate a situation and make disagreements into a learning process vs something negative.
- c) **Counselling skills:** To be able to provide information tailored to individual needs and career guidance, knowledge of available VET opportunities, language courses, and legal matters expertise.

#### *6.2.4.4 Solutions and suggestions might be relevant to overcoming the barriers:*

Overcoming the barriers that prevent TCNs from participating in VET programs requires a combination of strategic solutions and recommendations from both TCNs and operators' perspectives.

**Operators'** suggestions that came from the surveys include:

- a) **Flexible and Accessible Learning:** Flexible schedules (evenings, weekends) and remote learning options to accommodate the working hours commitments of TCNs.
- b) **Access to information:** Provide transparent information in multiple languages about VET programs, application procedures, and legal requirements for TCNs, ensuring they understand the pathways available.
- c) **Career guidance support services to TCN:** To increase awareness levels and engagement of stakeholders (officials, vet providers,) increase reach out to communities, increase competent counselling skills of professionals, create sustainable VET paths for refugees/migrants via (among others) skills/needs recording, include TCN in human resources forecasting, lifting barriers related to status/ residence permits.

According to **TCNs** the following suggestions were identified to overcome the barriers preventing from their participation in VET programs:

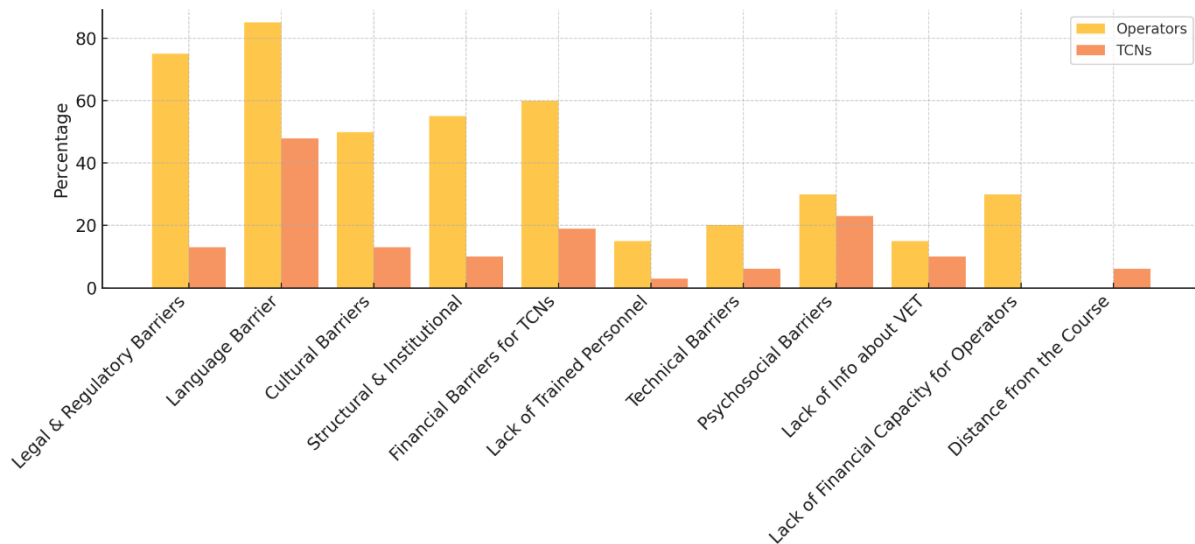
- a) **Trust in third-country nationals:** Ensure that job opportunities align with their qualifications rather than assigning them to lower positions based solely on nationality. Promote equal labor rights for all, ensuring fair treatment and opportunities for every worker, regardless of their origin.
- b) **Better integration system:** Currently, there is no established integration framework in Cyprus. Providing more funds for integration initiatives such as translating materials to promote education and training courses, establishing clear eligibility criteria, and simplifying registration processes for VET could have a positive impact and enhance greater participation.

## 6.2.5 Germany

In Germany, the survey was answered by 51 individuals including 20 operators and 31 end users (TCNs).

*6.2.5.1 The main obstacles preventing third-country nationals (TCNs) from participating in vocational training programmes:*

VET operators and TCNs in Germany consider the following factors as crucial in preventing TCNs from participating in VET programs:



**Figure 20.** Barriers seen by German operators and TCNs.

The chart presents the barriers affecting Third-Country Nationals' (TCNs) participation in Vocational Education and Training (VET) programs in Germany, comparing their perspectives with those of operators.

A significant finding is the stark contrast between the perceptions of operators and TCNs. Operators identified the **language barrier (85%)** and **legal and regulatory barriers (75%)** as the most critical challenges, whereas TCNs rated these significantly lower at **48%** and **13%**, respectively. This indicates a potential gap in understanding or communication about the actual barriers faced by TCNs.

Financial barriers were a concern for **60% of operators** but only **19% of TCNs**, suggesting that while operators perceive financial constraints as significant, TCNs may either experience fewer financial difficulties or underreport them. **Structural and institutional barriers** followed a similar trend, with **55% of operators** and just **10% of TCNs** acknowledging them.

Interestingly, the **lack of information about VET** was perceived as a minor barrier by both groups (15% operators, 10% TCNs). The **distance** from the course posed a minor concern for TCNs (6%).

Overall, this data suggests a possible misalignment between operators' perceptions and TCNs' actual experiences. Addressing this gap through improved communication, direct feedback from TCNs, and targeted support strategies could enhance TCN participation in Germany's VET programs.

### *6.2.5.2 The biggest challenges for operators when providing vocational training programs to TCNs:*

In this section, the report will explore the key challenges faced by VET operators when delivering training programs for TCNs, highlighting the most significant obstacles and their implications for both learners and training providers.

Providing vocational training programs to TCNs puts several challenges for operators including:

- a) **Language skills and cultural differences:** Limited proficiency in the training language can make it difficult for TCNs to understand course materials, communicate with trainers, and fully engage in practical learning. Additionally, variations in learning styles, workplace expectations, and social norms can create misunderstandings and barrier integration into training programs.
- b) **Lack of a mentoring program:** Without structured mentorship and guidance, many trainees struggle to adapt, feel unsupported and ultimately drop out before completing their training, which is why trainees often “drop out”.
- c) **Legal Barriers and Qualification Recognition:** such as residence status and work permit where TCNs often face legal restrictions that limit their access to training and employment, making it difficult for them to participate fully in vocational programs. Additionally, recognition of qualifications and the process of validating foreign diplomas and professional experience is often lengthy, complex, and bureaucratic, delaying access to relevant jobs.

### *6.2.5.3 The main skills/knowledge that operators should have to address TCNs to be involved in VET programs:*

In this section, the report will explore the key skills and knowledge areas that VET operators should develop to better engage and support TCNs, ensuring that vocational training becomes a viable and accessible pathway for their professional growth and integration into society.

- a) **Essential Soft Skills:** Proficiency in empathy, active listening, advisory abilities, and social competencies to effectively support and guide TCNs throughout their training and job search journey.

- b) **Strong Networking Skills:** The ability to navigate and leverage available projects, opportunities, procedures, and funding options while maintaining strong connections with potential employers to facilitate job placements.
- c) **Intercultural Competence:** A deep understanding of diverse values, experiences, and cultural backgrounds, along with the ability to communicate clearly and simply to bridge gaps between different perspectives.

#### *6.2.5.4 Solutions and suggestions might be relevant to overcoming these barriers:*

Overcoming the barriers that barrier TCNs from participating in VET programs requires a combination of strategic solutions and recommendations from both TCNs and operators' perspectives.

**Operators'** suggestions that came from the surveys include:

- a) **Faster and more effective** official procedures.
- b) **Picking up a company's workforce** before international specialists come to the company to clarify employee questions and speeding up professional recognition procedures.

According to **TCNs** the following suggestions were identified to overcome the barriers preventing from their participation in VET programs:

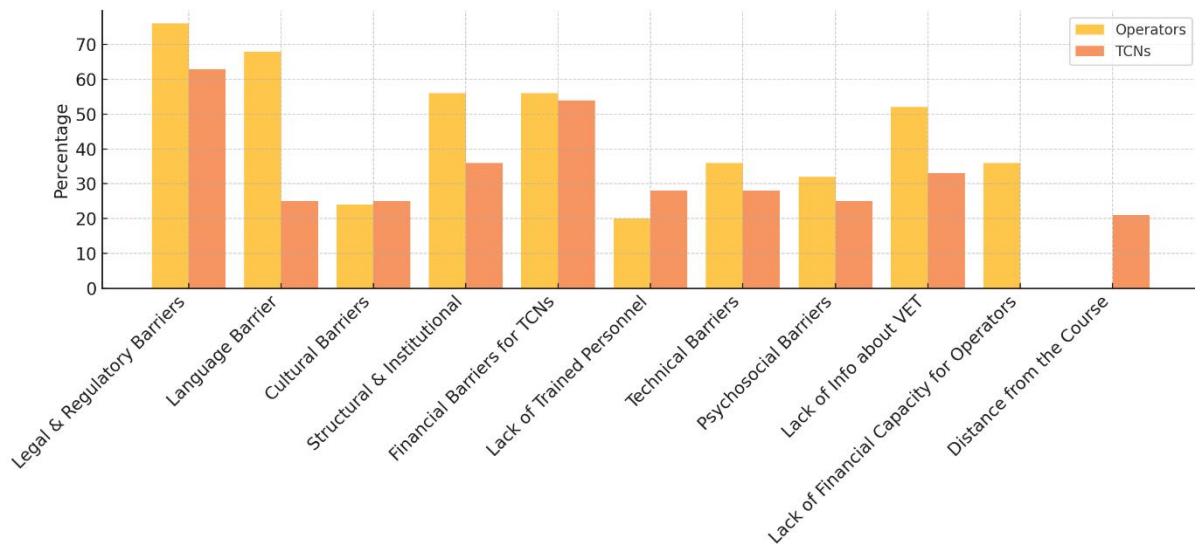
- a) **Language support:** Provide specialized language courses tailored to different professional sectors, ensuring that individuals acquire both general and job-specific language skills. Offering language support alongside vocational training can also help improve communication in the workplace.
- b) **Networking:** Creating structured networking events to help individuals connect with companies, education providers, and supporting organizations.

## **6.2.6 Spain**

In Spain, 97 responses were collected including responses from 25 operators and 72 end users (TCNs).

### *6.2.6.1 The main obstacles preventing third-country nationals (TCNs) from participating in vocational training programs:*

VET operators in Spain consider the following factors as crucial in preventing TCNs from participating in VET programs:



**Figure 21.** Barriers seen by Spanish operators.

The chart highlights the barriers affecting Third-Country Nationals' (TCNs) participation in Vocational Education and Training (VET) programs in Spain, comparing their perspectives with those of operators. **Legal and regulatory barriers** were the most significant challenge for both groups, with **76% of operators** and **63% of TCNs** acknowledging these difficulties. **Language barriers** were also a major concern for operators (**68%**), though less so for TCNs (**25%**), suggesting that while operators perceive language as a major hurdle, TCNs may have adapted or view other barriers as more pressing.

**Financial barriers** were similarly significant for both groups (**56% of operators** and **54% of TCNs**), emphasizing the need for financial support mechanisms. However, differences emerged in **structural and institutional barriers** (**56% operators** vs. **36% TCNs**) and in perceptions of **lack of information about VET** (**52% operators** vs. **33% TCNs**).

A unique barrier for TCNs is the **distance from the course (21%)**, highlighting accessibility challenges, while **lack of financial capacity** was noted by **36% of operators**, indicating potential concerns about sustaining program operations.

Overall, addressing legal complexities, improving accessibility, and ensuring financial and informational support could significantly enhance TCN participation in Spain's VET programs.

#### *6.2.6.2 The biggest challenges for operators when providing vocational training programs to TCNs:*

In this section, the report will explore the key challenges faced by VET operators when delivering training programs for TCNs, highlighting the most significant obstacles and their implications for both learners and training providers.

Providing vocational training programs to TCNs puts several challenges for operators including:

- a) **Limited awareness:** In terms of specific training programs and the recognition of educational qualifications from TCNs country of origin.
- b) **Linguistic and cultural barriers:** That limit comprehension and reduce motivation.
- c) **Complex legal requirements:** Bureaucratic processes and extensive documentation make offering VET time-consuming and resource intensive.
- d) **Funding for programs:** Insufficient budget allocation for training management and mentorship programs.

#### *6.2.6.3 The main skills/knowledge that operators should have to address TCNs to be involved in VET programs:*

In this section, the report will explore the key skills and knowledge areas that VET operators should develop to better engage and support TCNs, ensuring that vocational training becomes a viable and accessible pathway for their professional growth and integration into society. Operators consider skills, such as empathy, communication skills, social and psychological competences, and assertiveness extremely important. In-depth knowledge of VET programmes could support entering into the labour market by making TCNs aware of the most in-demand jobs, their conditions (salary, working hours, etc.) and the requirements for accessing them. Knowing how to match the skills and personal circumstances of each TCN to the professional opportunities offered by the different vocational training courses is also key. Additionally, knowledge of the accreditation processes and the alternative ways of accessing VET and the processes of enrolment has been found equally important.

#### *6.2.6.4 Solutions and suggestions might be relevant to overcoming the barriers:*

Overcoming the barriers of TCNs from participating in VET programs requires a combination of strategic solutions and recommendations from both TCNs and operators' perspectives.

**Operators'** suggestions that came from the surveys include:

- a) **Language support initiatives:** To provide free intensive Spanish courses during the summer at vocation training centres to support non-Spanish speakers before their courses begin.
- b) **Financial support for TCNs:** Establish a comprehensive scholarship program to help Third-Country Nationals (TCNs) access Vocational Education and Training (VET) programs.

According to **TCNs** the following suggestions were identified to overcome the barriers preventing from their participation in VET programs:

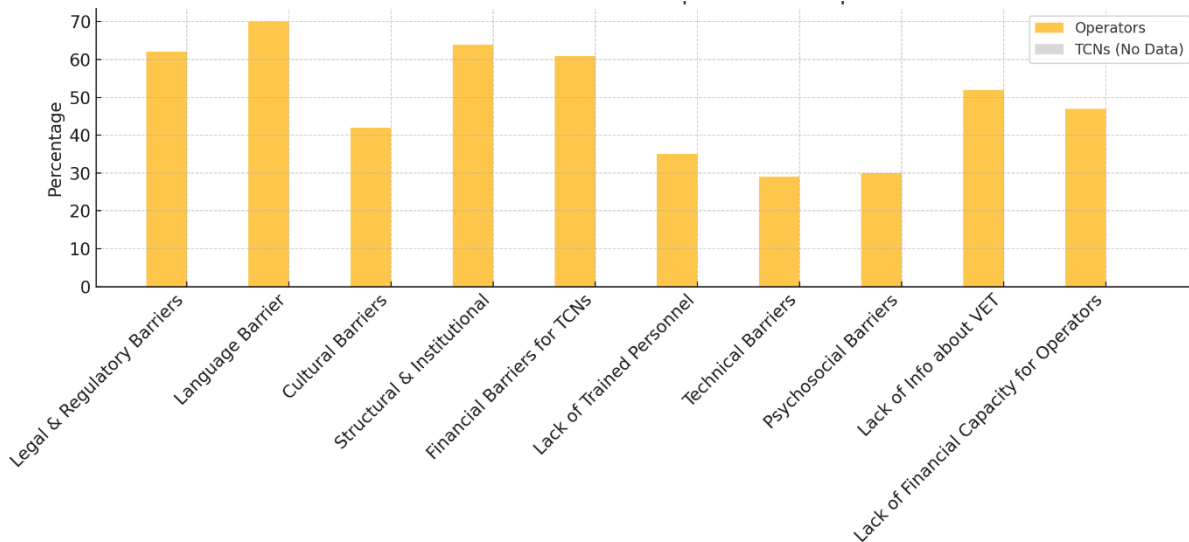
- a) **Administrative and legal support:** To provide guidance and assistance in navigating the process of obtaining work permits and residency documentation. Accelerate the approval process to help TCNs integrate into the labor market more efficiently.
- b) **Education and employment support:** To strengthen adult education and employment initiatives to enhance skill development and job opportunities.
- c) **Social inclusion:** To raise awareness about available resources and opportunities through campaigns and to promote migrant integration within society.

### 6.2.7 Greece

In Greece, the survey was answered totally 47 times which includes 45 VET operators and 2 end users (TCNs).

#### *6.2.7.1 The main obstacles preventing third-country nationals (TCNs) from participating in vocational training programmes:*

VET operators and TCNs in Greece consider the following factors as crucial in preventing TCNs from participating in VET programs:



**Figure 22.** Barriers preventing TCNs in Greece seen by Greek operators.

The chart illustrates the barriers identified by operators affecting Third-Country Nationals' (TCNs) participation in Vocational Education and Training (VET) programs in Greece. Notably, there is no available data from TCNs for this analysis.

The most significant barriers reported by operators include **language barriers (70%)**, **structural and institutional challenges (64%)**, and **legal and regulatory barriers (62%)**. These indicate that navigating the language and bureaucratic systems are major obstacles for TCN participation.

Financial concerns are also prevalent, with **61% of operators** citing **financial barriers for TCNs** and **47%** pointing to a **lack of financial capacity for operators** themselves. This highlights the dual financial strain impacting both access and program sustainability.

Additional barriers include **lack of information about VET (52%)** and **cultural barriers (42%)**, which may barrier awareness and engagement. Meanwhile, **lack of trained personnel (35%)** and **technical barriers (29%)** suggest that resource limitations could affect the quality and accessibility of training programs.

Overall, the data indicates that addressing financial, structural, and language-related barriers, while improving information dissemination and training capacity, is essential for enhancing TCN participation in Greece's VET programs.

*6.2.7.2 The biggest challenges for operators when providing vocational training programs to TCNs:*

In this section, the report will explore the key challenges faced by VET operators when delivering training programs for TCNs, highlighting the most significant obstacles and their implications for both learners and training providers.

Providing vocational training programs to TCNs puts several challenges for operators including:

- a) **Language and cultural difficulties:** In terms of cultural and cross-cultural communication issues as language barriers could lead to problems in the practical part of the work.
- b) **Difficulties accessing target audiences:** Challenges in reaching and engaging the intended target audiences.
- c) **Educational background:** Challenges in accessing or utilizing technology for learning and training.

#### *6.2.7.3 The main skills/knowledge that operators should have to address TCNs to be involved in VET programs:*

In this section, the report will explore the key skills and knowledge areas that VET operators should develop to better engage and support TCNs, ensuring that vocational training becomes a viable and accessible pathway for their professional growth and integration into society.

- a) **Communication skills:** Legal and intercultural knowledge including proficiency in English. Additionally, networking skills especially with relevant agencies. Possibility of psychological and educational support in cases of learning difficulties.
- b) **Experiences in offering training programs:** Suitable logistical infrastructure/laboratories and trained staff (teaching and administrative).
- c) **A broad knowledge of the country of origin:** Coping with adversity and being able to adapt to change. Additionally, able to function effectively in different environments and with different people.
- d) **Knowledge of TCNs situation based on their status:** such as, places they can work, live and travel, etc. and the ability to assess their current level of education, training needs and opportunities based on all the above to get a job.

#### *6.2.7.4 Solutions and suggestions might be relevant to overcoming the barriers:*

Overcoming the barriers that barrier TCNs from participating in VET programs requires a combination of strategic solutions and recommendations from both TCNs and operators' perspectives.

**Operators'** suggestions that came from the surveys include:

- a) **Legislation changes:** Concerning immigration and better allocation of available resources, with active participation of experts in VET programs.
- b) **Financial opportunities:** Especial for organizations that provide training to acquire the resources to equip themselves with appropriate trainers and advertise their trainings to the specific target audience.
- c) **Social inclusion:** Education, information, and counselling support, individual guidance in terms of vocational training programs and integration into the school and social environment.

## 7. Recommendations

### Best Practices in Vocational Training and Education for TCNs

Vocational education and training (VET) plays a vital role in integrating third-country nationals (TCNs) into the workforce. Based on the analysis of survey responses from both training providers and TCNs, several key challenges were identified, including limited access to tailored programs, language barriers, lack of industry connections, and insufficient support services. The following best practices have been developed to directly address these challenges and improve access, participation, and outcomes for TCNs in VET programs:

#### ❖ **Inclusive Design & Implementation**

Survey responses highlighted that many TCNs feel disconnected from how training programs are developed and delivered. Actively involving TCNs in the design, dissemination, and implementation of VET programs ensures that their experiences, needs, and perspectives shape more relevant and accessible training.

#### ❖ **Employment-Oriented Training Models**

Operators reported a mismatch between available training and labor market demands. Creating structured collaborations between vocational centers and businesses helps to align training with current market needs and improves employability outcomes for TCNs.

### ❖ **Tailored & Flexible Training**

Many TCNs cited inflexible schedules and formats as major barriers to participation. To overcome this it was suggested to:

- Combine online and in-person learning to accommodate varied preferences and availability.
- Introduce mentorship programs, which survey participants identified as a desired support mechanism, to provide personalized guidance and industry insight.
- Foster partnerships with NGOs and businesses for internships and job placements, addressing the gap in hands-on opportunities noted by both TCNs and providers.

### ❖ **Specialized Support Services**

Legal, social, and psychological challenges were frequently reported in the surveys. To address these the following was recommended:

- Offer legal aid, career counseling, and socio-professional integration programs to navigate complex systems.
- Provide preparatory courses, buddy systems, and mental health support to facilitate smoother transitions into training and work.
- Develop literacy and industry-specific language training to tackle the communication barriers noted by many TCNs.

### ❖ **Innovative Training Initiatives**

The need for more engaging and practical learning methods emerged from both TCN and operator feedback. Suggested initiatives include:

- Blending vocational training with language instruction through workplace apprenticeships, enabling TCNs to simultaneously build job and language skills in real settings.
- Implementing interactive methods such as simulations and role-playing to build confidence and workplace competence.
- Expanding initiatives like "Duos for Inclusion" (experienced mentors paired with TCNs) beyond youth, based on positive feedback about the value of mentorship for labor market integration.

### ❖ **Community Engagement & Networking**

The importance of social inclusion and trust-building was underlined in survey responses. To support this:

- Continue initiatives like the "Social Café" by HUB Nicosia and SYNTHESIS, which create informal spaces for TCNs—particularly women—to connect with locals and institutions.

- Utilize accessible dissemination methods (e.g. leaflets, word-of-mouth) to share training opportunities, particularly among communities with limited digital access.
- ❖ **Sector-Specific Training Programs**
  - Hospitality & culinary in Greece:
    - Saffron Kitchen Project <https://www.saffronkitchenproject.org/>
    - Oddysea academy <https://odyssea.com/>
  - Integra Care and Health: Training project implemented by the health care sector that involve partnerships between hotel companies, training centres like “Forem”, and TCN (Third-Country National) reception centres followed by an internship in a company and then hiring of candidates who have completed the internship.
  - “Integra-Soins” and “Integra Jobs & Form” are two programs sponsored by the Intersectoral Fund for Health Services, FEBI. “Integra-Soins” consists of a subsidized study resumption program for nursing assistants or nurses, organized and funded by the intersectoral fund. “Integra Jobs & Forms” are subsidized work/training contracts by the sectoral fund for non-nursing jobs in the personal care sector. **FEBI “Integra Soins”**: [IntegraSoins - FeBi](#)  
**FEBI “Jobs & Forms”**: [IntegraJobs/Form - FeBi](#).
  - “Hospi Jobs” from “Le Monde des Possibles” is a training program for job seekers of foreign origin who wish to train in both French and professions related to cleaning, catering, or logistics in a hospital environment, with the goal of integrating into this job market. “Hospi Jobs” : <https://www.possibles.org/formations/hospijobs/>
  - HelpRefugeesWork.org platform, co-managed by CyRC and UNHCR Cyprus, allows training providers to post and disseminate information on available VET opportunities among international protection holders. This as a result increases refugees' accessibility to VET related information. <https://www.helprefugeeswork.org/>
  - The Learning Hub Initiative: It was awarded by the Pact of Skills: <https://emphasyscentre.com/learninghub/> It offers among other people, FREE workshops to TCNs, related to employability, digital and soft skills.
  - The upcoming 1st career fair for refugees which took place in 2019 in Cyprus by CYRC. CYRC reached out to VET providers and facilitated joint/coordinated participation of high numbers of refugees to cv building/interview skills sessions to 6 different VET providers, in

order to increase employability prospects of participants. Sessions were also tailored to capture demographic characteristics of the population, maximizing participation.

#### ❖ Successful projects

- **Restad Gård Education centre - Sweden:** A school offers a meaningful education through language training to the asylum seekers at Restad Gård Asylum accommodation. It offers practical Swedish courses during the asylum period both, a quick and thorough knowledge of being able to communicate orally in Swedish.
- **Netzwerk IQ:** A program offers a comprehensive approach to integrating migrants, including TCNs, into the German labor market through VET and other support services.
- **The RECULT project - Greece:** The project aim was to give PTHs the opportunity to join the European reality through Recycling, Upcycling and at the same time to find ways to make a living.
- **The MINGLE project:** Promote intercultural activities for cultural familiarization.

By adopting these best practices, VET programs can enhance the inclusion and employability of TCNs, ensuring long-term positive impacts on both individuals and local economies. Collaboration among governments, businesses, and communities is essential for sustainable success.

## 8. Conclusion

The survey findings highlight several key barriers preventing TCNs from participating in VET programs. The most significant challenges identified include:

- **Language barriers** are consistently high among operators, particularly in Belgium, Germany, and Greece, though TCNs in some countries reported lower percentages.
- **Legal and regulatory barriers** are significant in almost all countries, especially in Germany, Spain, and Cyprus.
- **Financial barriers for TCNs** appear to be a consistent challenge across partner countries.
- Some countries, like Sweden and Cyprus, show higher concerns about the **lack of information about VET**, while others like Germany report lower levels.

Addressing these barriers requires a comprehensive approach to effectively overcoming these barriers, including financial support to ensure more accessibility to services, access to information to increase

awareness and engagement, career guidance to help TCNs identify alternative pathways into VET programs, social integration to reach target groups and enhance their participation effectively, the inclusion of multiple languages in VET programs to facilitate access to programs and promote engagement. Additionally, effective administrative procedures can reduce bureaucratic challenges, networking and collaboration to create more opportunities for knowledge sharing and exchanging.

This report aims to address the key obstacles preventing young TCNs from accessing vocational training pathways and progressing toward work-based learning experiences and labour market integration. By identifying these barriers, the project seeks to develop targeted strategies and interventions that enhance access to VET and employment opportunities for young TCNs. The project's approach includes: Establishing a common framework for public and NGO-led VET career guidance services to effectively disseminate information on vocational training opportunities and provide tailored orientation to TCNs, designing a capacity-building program for public/NGO service workers, VET tutors, and mentors to equip them with the skills needed to support young TCNs in overcoming challenges related to vocational training access, strengthening the ability of public/NGO service workers, VET tutors, and mentors to guide young TCNs toward vocational training, improving their chances of obtaining recognized qualifications and successfully integrating into the labour market.

Trained beneficiaries will participate in a multi-level program aimed at enhancing the quality of career guidance services for TCNs within vocational pathways. Additionally, project partners will develop their capacity to engage effectively with TCNs, enabling trained service providers to establish one-stop-shop services for young TCNs seeking vocational training. Ultimately, this initiative will facilitate greater access to information and support for TCNs pursuing vocational education and training.

## 9. Acknowledgement

We are thankful to the European Commission for funding the GO2VET project, enabling us to explore and address the barriers preventing Third-Country Nationals (TCNs) from accessing Vocational Education and Training (VET) programs.

We also thank the VET providers and operators who contributed their valuable insights and experiences, helping us better understand the institutional challenges they face. Our deepest appreciation also goes to the TCNs who participated in the survey, sharing their honest perspectives and challenges, which form the foundation of this report.

We would also like to acknowledge the GO2VET project partners for their strong collaboration and commitment throughout the report's development. Their contributions and teamwork have been instrumental in ensuring a well-rounded and comprehensive analysis.

## 10. Appendices

[SURVEY questionnaire.pdf](#)

**AMIF-2023-TF2-AG-CALL-04-LABOUR**

**GO2VET**

**A common approach to foster the access to the Vocational Education and Training career opportunities for immigrants**

## **T2.1.2**

# **Mapping the barriers preventing TCNs to access VET**

**Developed by:  
Support Group Network SGN**

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## I. GO2VET PROJECT:

GO2VET is a project co-funded by the **EU Asylum, Migration and Integration Fund (AMIF)** under the topic of multi-stakeholder initiatives for migrant integration into the labor market. It wants to reduce obstacles to VET career guidance services for TCNs young and adult people living in the partners' countries by facilitating their access to information, by improving quality of the services provided and by fostering the capacity of the operators.

Please visit [www.go2vetproject.eu](http://www.go2vetproject.eu) for any further information on our project.

## II. ABOUT THE SURVEY:

By participating in this survey participants will help us with:

- assessing main barriers preventing young TCNs to access vocational training paths;
- mapping the existing bottlenecks to the VET system in recruiting students to be finally integrated into the labor market.

Findings will be collected and organized in one Report able to provide a map of the main existing barriers preventing young TCNs to access VET paths in WBL in the project partners' territories, which will eventually help in the development of the training that will be provided to practitioners working closely with TCNs in relevant fields.

## III. GDPR REQUIREMENTS:

All the information provided is confidential, it will not be distributed to third parties and it will be processed only for analytical purposes in a generalized form for reporting purposes.

The participants' data will be processed in accordance with the provisions of Legislative Decree 196/2003 and European Regulation n. 679/2016.

Specifically, they will be used only for the purposes related to the activities of the GO2VET project subject of the subscription and they will not be disclosed to any external body or company unless specifically requested by the judicial police authorities. The processing is governed by IT support which is established in relation to the technical specifications of the standard under "security measures". The participants may request the cancellation / correction of their data at any time pursuant to Article 7 of Legislative Decree 196/2003, by contacting the following address: [martina@europewelcome.eu](mailto:martina@europewelcome.eu)

### SOME ABBREVIATIONS TO KEEP IN MIND:

- **TCNs: Third-Country Nationals;** people who are not citizens of the European Union and who are not enjoying the European Union right to free movement.
- **VET: Vocational Educational and Training;** training path providing learners with essential skills to be prepared for work and to remain employable according to the needs of the economy.

## V. END USERS' SURVEY

### DATA SHEET

<p><b>(optional) Name:</b></p>	<p><b>E-mail address:</b></p>
<p><b>Country of origin:</b></p> <p><b>Age group:</b>  <b>20&gt;</b>  <b>20-30</b>  <b>30-40</b>  <b>40-50</b>  <b>&gt;50</b></p>	<p><b>Country of residence:</b></p> <p><b>Dimensions of the city:</b></p> <p><b>Your city is</b></p> <ul style="list-style-type: none"> <li>- <b>Big</b> (population over 500.000 units)</li> <li>- <b>Medium</b> (population between 200.000 and 500.000 units)</li> <li>- <b>Small</b> (population between 50.000 and 200.000 units)</li> </ul>
<p><b>Legal status:</b>          Permanent residency          Temporary residency          Recognized refugee          Asylum seeker          Paperless          Other: .....</p>	<p><b>Year of arrival:</b></p>
<p><b>Current working/studying status:</b></p> <ul style="list-style-type: none"> <li>- Work</li> <li>- Study</li> <li>- Language training</li> <li>- Vocational training</li> <li>- Not in job or studies</li> <li>- Other .....</li> </ul>	<p><b>Educational and professional background</b></p> <ul style="list-style-type: none"> <li>- Higher degree from university</li> <li>- Primary or secondary school</li> <li>- High school</li> <li>- Skilled Worker</li> <li>- Unskilled Worker</li> <li>- Employed</li> <li>- Business man/woman</li> <li>- Other .....</li> </ul>

**Questions:**

- 1. Which of the following barriers are preventing Third-country Nationals “TCNs” from participating in Vocational Educational Training “VET” programs? Please rank their importance on a scale from 1 to 5, where 1 is not at all important and 5 is absolutely important.**

Legal and Regulatory Barriers (work permits; recognition of qualifications)	1	2	3	4	5
Distance from the course	1	2	3	4	5
Language barriers	1	2	3	4	5
Economic situation and subsidization	1	2	3	4	5
Cultural and social barriers (cultural differences; discrimination and bias)	1	2	3	4	5
Structural and institutional barriers (inadequate support systems, fragmentation of services)	1	2	3	4	5
Funding and resources	1	2	3	4	5
Lack of trained personnel	1	2	3	4	5
Technological barriers	1	2	3	4	5
Psychosocial barriers (mental health issues; social isolation)	1	2	3	4	5
Lack of information about VET programs	1	2	3	4	5
<b>Other?</b>	1	2	3	4	5

**2. What solutions do you suggest to overcome these barriers?**

--

**3. What kind of job do you aspire to have? How are you planning to achieve it?**

--

Have you ever participated/considered participating in a VET program in your host country?

**Yes** | **No**

Do you think that you have enough access to information about the VET system in your host country?

**Yes** | **No**

Do you think that VET could help in achieving your professional goal?

**Yes** | **NO**

I want to receive digital communications (emails, newsletters) from the GO2VET project

**Yes** | **NO**

**AMIF-2023-TF2-AG-CALL-04-LABOUR**

**GO2VET**

**A common approach to foster the access to the Vocational Education and Training career opportunities for immigrants**

## **T2.1.2**

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**Developed by:**  
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### **SOME ABBREVIATIONS TO KEEP IN MIND:**

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- **VET: Vocational Educational and Training;** training path providing learners with essential skills to be prepared for work and to remain employable according to the needs of the economy.



### Questions:

**1. In your opinion, what are the main barriers that prevent Third-Country Nationals “TCNs” from participating in VET programs?**

**Choose one or multiple answers and rank their importance on a scale from 1 to 5, where 1 is not at all important and 5 is absolutely important.**

Legal and Regulatory Barriers (work permits; recognition of qualifications)	1	2	3	4	5
Language barriers	1	2	3	4	5
Cultural and social barriers (cultural differences; discrimination and bias)	1	2	3	4	5
Structural and institutional barriers (inadequate support systems, fragmentation of services)	1	2	3	4	5
Funding and resources	1	2	3	4	5
Lack of trained personnel	1	2	3	4	5
Technological barriers	1	2	3	4	5
Psychosocial barriers (mental health issues; social isolation)	1	2	3	4	5
Not enough access to information about VET opportunities	1	2	3	4	5
Lack of financial capacity for organizations providing VET	1	2	3	4	5
<b>Other?</b>	1	2	3	4	5

**2. Which solutions do you suggest could be relevant to overcome these barriers?**

**3. On a scale of 1-5, to which extent do you think that the educational/vocational/professional background of the person affects his/her participation in VET programs? (1 is not at all important and 5 is absolutely important).**

1                      2                      3                      4                      5

**Comment:**



**9. In your opinion, what is the understanding of TCN about VET? To what extent could they consider VET as an opportunity to get employed? Rate from 1 to 5.**

**1**

**2**

**3**

**4**

**5**

**Comment:**

**10. In case GO2VET project would provide a short training opportunity in one of the partner countries involved in the project, would you be interested in taking part to it?**

**Yes**

**No**