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2025.3 VOCATIONAL EDUCATION AND TRAINING OF APPLICANTS AND BENEFICIARIES OF INTERNATIONAL PROTECTION

**European Migration Network
Ad-hoc query**

April, 2025

AD-HOC QUERY ON 2025.3 VOCATIONAL EDUCATION AND TRAINING OF APPLICANTS AND BENEFICIARIES OF INTERNATIONAL PROTECTION

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Responses from: EMN NCP Austria, EMN NCP Belgium, EMN NCP Bulgaria, EMN NCP Croatia, EMN NCP Cyprus, EMN NCP Czech Republic, EMN NCP Estonia, EMN NCP Finland, EMN NCP France, EMN NCP Germany, EMN NCP Greece, EMN NCP Hungary, EMN NCP Ireland, EMN NCP Italy, EMN NCP Latvia, EMN NCP Lithuania, EMN NCP Luxembourg, EMN NCP Malta, EMN NCP Netherlands, EMN NCP Poland, EMN NCP Portugal, EMN NCP Serbia, EMN NCP Slovakia, EMN NCP Slovenia, EMN NCP Spain, EMN NCP Sweden
(26 in total)

Disclaimer: The following responses have been provided primarily for the purpose of information exchange among EMN National Contact Points (NCPs) in the framework of the EMN. The contributing EMN NCPs have provided, to the best of their knowledge, information that is up-to-date, objective and reliable. Note, however, that the information provided does not necessarily represent the official policy of an EMN Country.

BACKGROUND INFORMATION

In 2022, the number of granted protection statuses to asylum seekers Europe-wide increased by 40% compared to 2021 (383 700 and 274 860, respectively).[1] The data from 2023 confirms this trend as European Union (EU) countries provided protection status to 409 830 asylum seekers. Compared to 2022, this represents a 7% increase.[2] Similarly, in the past years, there has been a notable rise in applications for international protection. In 2023, the EU received 1 049 550 first-time asylum applications from non-EU citizens seeking international protection. This represents a 20.1% increase from the 873 680 applications filled in

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2022.[3]With the growing number of applicants and beneficiaries of international protection in the EU, the need for an efficient integration policy has increased.

Achieving sustainable integration of migrants into the labour market is crucial for their successful inclusion in host societies and for maximizing their positive impact on the EU economy. Vocational education and training (VET) can strengthen both of those mechanisms. As stated in the EU's Action Plan on Integration and Inclusion 2021-2027, high-quality VET with a strong work-based learning dimension could help migrants enter the labour market and strengthen their integration.[4] Similarly, the Organisation for Economic Co-operation and Development (OECD) analysis suggests that VET programmes are an effective tool for migrants to enter the labour market, engage with the local working culture, develop social networks, and find jobs matching their skills, qualifications, and aspirations.[5] The significance of VET is further highlighted in the Council Recommendation (2020) on vocational education and training, which stresses the need to substantially adapt and expand adult VET programmes. This involves promoting the development of entrepreneurial, digital, and green skills essential for the ongoing twin digital and green transitions.[6]

The EU is further committed to promoting effective VET policies because of their potential to enhance equal opportunities by fostering inclusivity and accessibility, especially for vulnerable groups such as applicants and beneficiaries of international protection.[7] This is evident in the adoption of the recast EU Reception Conditions Directive and the introduction of the EU Qualification Regulation. The recast EU Reception Conditions Directive requires Member States to ensure that applicants for international protection have access to vocational training courses considered appropriate to help applicants enter the labour market successfully.[8] In this sense, VET programmes are intended to enhance the ability of applicants of international protection to act autonomously and interact with competent authorities or to find employment. Similar understanding of VET as an important tool facilitating access to employment is reflected in the EU Qualifications Regulation. This Regulation states that Member States need to guarantee access to beneficiaries of international protection employment-related educational opportunities, such as vocational training, to enhance their skills and gain practical workplace experience.[9]

Nevertheless, obstacles remain to the participation of applicants and beneficiaries of international protection in VET, e.g. due to lack of information or language barriers.[10] The European Centre for the Development of Vocational Training (CEDEFOP) research points out that, in order to strengthen labour market integration of adult refugees, VET selection processes and procedures need

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to be better tailored to the specific needs and abilities of refugees, ensuring that they can fully benefit from VET and smoothly transition into the labour market. This includes lowering admission requirements or focusing on identification of non-formal skills and competencies and on motivation.[11]

In this context, collecting information on VET as a labour market integration measure by the EMN is relevant and has not been fully addressed by the network. The EU has acknowledged the positive effect and the importance of VET for successful labour market integration of third-country nationals in its policy documents. Even though CEDEFOP maintains a database that provides descriptions of VET systems in Europe, it does not specially focus on VET as a means to integrate applicants and beneficiaries of international protection into the labour market. So far, no EMN ad-hoc queries, informs or studies have been launched to systematically address the VET aspect. Periodically, developments in the area of VET are collected via the EMN Asylum and Migration Overview.[12] However, it mostly gives attention to VET initiatives existing in EMN Member and Observer Countries and does not provide a broad understanding of VET as a measure for labour market integration of applicants and beneficiaries of international protection. The resulting gap is filled with this EMN inform, which aims to gather insights into the good practices of EMN Member and Observer Countries in implementing VET labour market integration policies for applicants and beneficiaries of international protection. It intends to equip national and EU policymakers with knowledge of the different approaches adopted by EMN Member and Observer Countries concerning VET initiatives designed for applicants and beneficiaries of international protection.

[1] Eurostat (2023), Asylum decisions up by 40% in 2022, <https://ec.europa.eu/eurostat/web/products-eurostat-news/w/DDN-20230427-1>.

https://ec.europa.eu/eurostat/databrowser/view/migr_asydcfsta/default/table?lang=en&category=migr.migr_asy.migr_asydec ,
https://ec.europa.eu/eurostat/databrowser/view/migr_asydcfina/default/table?lang=en&category=migr.migr_asy.migr_asydec

[2] Eurostat (2024), Asylum decisions up by 7% in 2023, <https://ec.europa.eu/eurostat/en/web/products-eurostat-news/w/ddn-20240426-2>.

[3] Eurostat (2024), Asylum applicants – annual statistics, [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Asylum_applications_-](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Asylum_applications_-_annual_statistics)

[_annual_statistics. https://ec.europa.eu/eurostat/databrowser/view/migr_asyappctza/default/table?lang=en&category=migr.migr](https://ec.europa.eu/eurostat/databrowser/view/migr_asyappctza/default/table?lang=en&category=migr.migr)

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[4] European Commission (2020), Communication on the Action plan on Integration and Inclusion 2021-2027, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0758>, p. 12.

[5] Jeon, S. (2019), Unlocking the Potential of Migrants: Cross-country Analysis, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://doi.org/10.1787/045be9b0-en>, p. 11-34.

[6] Council of the European Union (2020), p. 6. See also: Cedefop (2022), An ally in the green transition – VET, especially apprenticeship, can provide the skills needed for greening jobs– and in turn help shape them, Publications Office of the European Union, <https://data.europa.eu/doi/10.2801/712651>; Cedefop (2021), The green employment and skills transformation – Insights from a European Green Deal skills forecast scenario, Publications Office of the European Union, <https://data.europa.eu/doi/10.2801/112540>.

[7] European Commission (2022), Vocational education and training: Skills for today and for the future, <https://op.europa.eu/webpub/empl/VET-skills-for-today-and-future/pdf/KE0621179ENN.pdf>, p. 17.

[8] European Parliament and Council of the European Union (2024), Directive (EU) 2024/1346 of the European Parliament and of the Council of 14 May 2024 laying down standards for the reception of applicants for international protection, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AL_202401346, p. 20-21.

[9] European Parliament and Council of the European Union (2024), Regulation (EU) 2024/1347 of the European Parliament and of the Council of 14 May 2024 on standards for the qualification of third-country nationals or stateless persons as beneficiaries of international protection, for a uniform status for refugees or for persons eligible for subsidiary protection and for the content of the protection granted, amending Council Directive 2003/109/EC and repealing Directive 2011/95/EU of the European Parliament and of the Council, https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:L_202401347, p. 23-24.

[10] Jeon (2019), p. 16-17.

[11] Cedefop (2019), Creating lawful opportunities for adult refugee labour market mobility: a conceptual framework for a VET, skills and qualifications-based complementary pathway to protection, Luxembourg: Publications Office of the European Union. <http://data.europa.eu/doi/10.2801/2882>, p. 15.

[12] EMN, Annual Report on Migration and Asylum, https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-publications/emn-annual-reports_en.

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WE WOULD LIKE TO ASK THE FOLLOWING QUESTIONS:

We would very much appreciate your responses by **10 March 2025**.

1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.
2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?
3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).
4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.
5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.
6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers

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for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.

7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.

8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.

9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.


10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.

11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.

12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.

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RESPONSES

		Unrestricted Dissemination ?	
	EMN NCP Austria	Yes	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>In Austria, both asylum seekers and beneficiaries of international protection can complete an apprenticeship. As this is an employment relationship, and asylum seekers are only permitted to work in an employed capacity in accordance with the provisions of the Act Governing the Employment of Foreign Nationals (Art. 7 para. 1 Federal Basic Care Act), they require a work permit (Art. 3 para. 2 Act Governing the Employment of Foreign Nationals). Beneficiaries of asylum or subsidiary protection and Ukrainian displaced persons are not subject to the Act Governing the Employment of Foreign Nationals (Art. 1 para. 2 subpara a Act Governing the Employment of Foreign Nationals) and therefore do not require a permit.</p> <p>---</p> <p>Source: Ministry of the Interior</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing</p>

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			<p>labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>Beneficiaries of international protection have the opportunity to catch up on apprenticeships or gain higher qualifications. They are supported in this by the Public Employment Service or (in Vienna) the Vienna Employment Promotion Fund. In addition, the Austrian Integration Fund offers free German courses up to level C1 for beneficiaries of international protection and displaced Ukrainians throughout Austria, in which values and orientation knowledge is already covered, as well as special values and orientation courses. These courses provide essential information, such as how to enter the labour market. Completion of German courses up to B1 level as well as a values and orientation course are mandatory for persons entitled to asylum and subsidiary protection from the age of 15 (Art 5, 6, 16c Integration Act). Asylum seekers with a high probability of recognition are also entitled to literacy and A1 German courses, provided the necessary financial and organizational resources are available (Art. 68 Para. 1 Asylum Act 2005). German and orientation courses are available to displaced Ukrainians on a voluntary basis.</p> <p>For foreign skilled workers and companies, the Austrian Integration Fund (ÖIF), a fund of the Republic of Austria and a partner of the federal government in promoting integration, also offers needs-based personal counselling on individual issues relating to the recognition and assessment of qualifications. In addition, other Austrian Integration Fund seminars and workshops cover topics such as starting a business, taxes and self-employment (see question 9).</p> <p>In general, the Austrian labour market has a regional mismatch. While Vienna has a large number of apprenticeship seekers, a large number of apprenticeships are available in western Austria, particularly in tourism. In order to compensate for this mismatch, the Public Employment Service (AMS) supports jobseekers and companies through cross-regional</p>
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			<p>placement.</p> <p>The b.mobile placement project focuses specifically on the cross-regional placement of recognized refugees. The young people's skills and interests are assessed in advance to ensure an optimal match with the available apprenticeships. The aim of this measure is for participants from the east of Austria to start an apprenticeship in the west of the country after appropriate preparation, including the possibility of internships to get to know the profession and company better. So far, the young people have mainly been placed in apprenticeships in the hotel/gastronomy and skilled trades/technology sectors. The participants are also supported in finding accommodation if required.</p> <p>As part of the inter-company apprenticeship (high proportion of people with a migration background among the participants), internships (e.g. ophthalmic optics, mechatronics, garden design, tourism) and accommodation are organized in the west of the country for young people from Vienna. Young people from the east also have the opportunity to complete an apprenticeship in tourism in a training hotel in the west. The participants are specifically prepared for the training and supported during the training programme.</p> <p>---</p> <p>Source: Ministry of the Interior</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>In Austria, it is possible to have existing qualifications and trainings recognized. The aim is to</p>
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support the qualification-appropriate employment of persons who have acquired foreign educational or professional qualifications within the Austrian labour market and to promote their integration into the labour market (Art. 1 para. 2 Recognition and Assessment Act). It is the responsibility of the beneficiaries of international protection to have their qualifications recognized.

Recognized refugees complete a skills check at the Public Employment Service with the aim of determining their qualifications, skills and professional experience. This is an important base for supporting jobseekers with needs-orientated (re)qualifications and subsequent job placement. In addition, supplementary counselling services are available on topics such as the recognition of qualifications acquired abroad and the Austrian education and training system. The United Nations honored a sub-measure of the skills check - the skills check for women - with the 'Public Service Award 2019'.

In order to facilitate the recognition of training and qualifications acquired abroad, four contact points for the recognition of qualifications acquired abroad have been set up in Vienna, Linz, Graz and Innsbruck since 2013. Weekly consultation days are held in the other provinces. The aim of these contact points is to offer free, multilingual information across the area. The contact points are designed to be low-threshold and are open to all people who have acquired formal qualifications abroad and have questions about the recognition or professional utilization of their skills. They work closely with the Public Employment Service to provide the best possible support for the labour market integration of people with a migration background in line with their qualifications.

In addition, there are also measures as part of the women's labour market policy programme that are specifically aimed at women with a migration background (including those entitled to asylum). For example, counselling (career, education and training planning and support) at the vocational centres for young women ("Young FBZ") provides a framework in which the

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			<p>migration- and culture-specific experiences of young migrant women can be discussed. Furthermore, as part of "Kompetenz mit System" (competence with system), a modular training programme, it is possible to build on existing skills and complete an apprenticeship. If persons granted asylum, beneficiaries of subsidiary protection status or Ukrainian displaced persons are unable to submit the documents required for the recognition and assessment of their foreign educational professional qualifications and for the procedure for professional authorisation for reasons for which they are not responsible due to their refugee situation, their qualifications must be determined by the competent authorities in an appropriate manner and completed in the form of the relevant qualification for the respective procedure.</p> <p>Appropriate procedures may include practical or theoretical examinations, random tests, work samples and expert opinions. The choice of procedure is at the discretion of the competent authority. The Austrian Integration Fund also maintains the Recognition Portal, an electronic platform that provides information, guidance and transparency regarding procedures for recognition, assessment and professional authorization in various languages.</p> <p>---</p> <p>Source: Ministry of the Interior</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No. However, beneficiaries of international protection are subject to compulsory education (Art. 3 para. 1 Compulsory Education Act), meaning that legal guardians are obliged to ensure that young people who have completed compulsory education attend an education or training</p>
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			<p>programme or a preparatory programme until they reach the age of 18 (Art. 4 para. 1 Compulsory Education Act).</p> <p>Furthermore, beneficiaries of international protection are generally eligible for all VET programmes available to Austrian nationals.</p> <p>Applicants for international protection, on the other hand, are excluded from most VET programmes until their legal status regarding residency is clarified. However, they may be eligible to undertake an apprenticeship (which is subsidized regardless of the apprentice's status as an applicant or beneficiary of international protection), provided they have obtained a work permit. Such a work permit is issued by the austrian Public Employment Service (PES) after an individual case assessment.</p> <p>Additionally, the PES offers various programmes aimed at beneficiaries of international protection, while also being open to other target groups. These include preparatory measures such as language courses and the "Jugendcollege" (youth college), which supports young refugees in acquiring the skills necessary for further education or vocational training. Furthermore, the PES provides the option to complete a publicly funded apprenticeship (ÜBA) through an educational provider.</p> <p>---</p> <p>Source: Ministry of the Interior</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p>
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There are no incentives or support aimed specifically at applicants or beneficiaries of international protection. However, all of the many incentives offered to Austrian nationals are also offered to beneficiaries of international protection. For instance, one of the benefits they receive is a regular monthly salary. In addition, apprentices can access „Lehrlingscoaching“ (apprentice coaching), which provides individual guidance and support for apprentices to help overcome challenges and successfully complete the apprenticeship. Also, a distance allowance helps cover travel and accommodation costs for individuals who accept apprenticeships far from their residence. Furthermore, those participating in some type of PES-funded training programme may receive a subsistence allowance to cover their living expenses during the training period.

The values and orientation courses (see question 2 for details) are an orienting preparation for (re-)integration into the labour market in the case of unemployment.

Source: Ministry of the Interior

6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.

There are no incentives specifically aimed at employers who hire applicants or beneficiaries of international protection as apprentices. However, employers generally receive substantial financial compensation for training apprentices. Additionally, coaching and support services are available to help optimize training structures and workplace processes.

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			<p>The Austrian Integration Fund offers foreign workers with long-term prospects of staying in Austria the opportunity to attend German courses in companies or German courses alongside their job. The German courses are funded from literacy up to language level C1 and are held in presence, online or hybrid. Apprentices can also take part in the funded German courses within the company. If there are challenges in the company regarding integration-related topics (e.g. gender equality between man and woman, speaking German in the company), value training courses can also be offered for employees.</p> <p>---</p> <p>Source: Ministry of the Interior</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>The Austrian Integration Fund offers needs-oriented counseling for foreign skilled workers and companies on individual issues and also refers them to relevant contact points in Austria. Costs incurred in connection with recognition and assessment applications (e.g. costs for issuing recognition notices, administrative fees or costs for assessment reports) can be reimbursed up to EUR 2,500 per person.</p> <p>---</p> <p>Source: Ministry of the Interior</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes,</p>
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			<p>please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>See question 4 on compulsory education.</p> <p>---</p> <p>Source: Ministry of the Interior</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>As recognized refugees have access to the entire range of services offered by the Public Employment Service if required, they can also take advantage of start-up advice from a consultancy firm (commissioned by the Public Employment Service) as part of the business start-up programme if they are suitable and have the ambition to become self-employed. It is also possible to acquire the necessary qualifications as part of the programme. Any costs for the business consultancy and the higher qualification are covered by the Public Employment Service. In addition, under certain conditions, financial security is guaranteed for the duration of participation in the programme. The microcredit programme of the Federal Ministry of Labour and Economy can also provide financial support in order to raise the necessary funds to start one's own business. In Vienna, "step2business" is an additional consulting programme specifically for recognized refugees.</p> <p>Together with external experts, the Austrian Integration Fund also offers seminars and workshops for persons granted asylum and beneficiaries of subsidiary protection status as well as displaced Ukrainians, covering topics such as starting a business, taxes and self-</p>
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employment. The aim of these events is to promote integration into the Austrian labour market and support self-employment. This includes the conditions and possibilities of labour market integration, applying for the Red-White-Red Card, registering for self-employment and registering for tax and health insurance in Austria. It also increases understanding of the legal and administrative requirements, including tax obligations, in Austria.

Source: Ministry of the Interior

10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.

Yes, there is data on the number of beneficiaries of international protection that participated in PES-funded programmes for qualification:

SYR-Syria:

2022: 21 512

2023: 25 863

2024: 29 659

Sum: 41 075

AFG-Afghanistan:

2022: 9 297

2023: 8 813

2024: 8 943

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			Sum: 15 061
			UKR-Ukraine:
			2022: 3 891
			2023: 5 336
			2024: 7 460
			Sum: 11 166
			RU-Russia:
			2022: 2 366
			2023: 2 170
			2024: 2 116
			Sum: 3 871
			SP-Somalia:
			2022: 1 602
			2023: 1 926
			2024: 2 328
			Sum: 3 479
			The most popular types of training programmes they participated in include „Basisqualifizierung“, which covers essential skills such as German language and literacy courses, „Berufsorientierung und Vorbereitung“, which focuses on career orientation and preparation, and „Aus- und Weiterbildung“, which offers for example accelerated apprenticeship programmes as well as compulsory school completion courses.

			Source: Ministry of the Interior

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11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.

In principle, persons granted asylum and beneficiaries of subsidiary protection status have access to the full range of services offered by the Public Employment Service, depending on their needs. In order to provide additional support to refugees, an additional EUR 75 million per year will be made available in 2024 and 2025 to expand existing services for support and labour market integration. A significant portion of these additional funds will go towards the expansion of the "Jugendcollege" (Youth College) in Vienna, a school-like educational programme for young people aged 18-25. In this nine-month programme, participants are taught in various areas such as literacy, basic education and the German language as well as digital skills. Additional workshops, skills checks, job application training and internships prepare the participants for working life and the Austrian labour market. Thanks to the additional funding, more than 4,000 additional young people, 75% of whom are of Syrian origin, have been admitted to the new youth colleges since September 2024. Of this group, 20% require literacy training in German, 32% basic education lessons in the sense of an A1 German course, 29% basic education lessons in the sense of an A2 German course and 19% basic education lessons in the sense of a B1 German course or higher. On the one hand, the decisive components for the success of this measure are that the young participants receive very close supervision in an intensive, school-like educational programme of 30 hours per week. This enables them to make great progress in a relatively short time, which leads to faster integration into the labour market as well as increased motivation on the part of both the teachers and the participants.

Another crucial element for the successful implementation of such measures is the implementation by instructors with refugee experience, who understand both the cultural background and the first language of the participants and therefore have better access to the

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			<p>target group.</p> <p>As a third point, the interlinking of educational measures with practical vocational training and internships should be pointed out as another important element. This accelerates and facilitates labour market integration, while the necessary theoretical educational content is not neglected.</p> <p>Also worth mentioning are:</p> <p>Mentoring for migrants: In this initiative, people from the host society who are established in business life volunteer as 'mentors' to support migrants with valuable qualifications in entering the labour market.</p> <p>Migrants Care: The target group consists of people with a non-German mother tongue who are interested in jobs in the care and nursing sector from language level B1. The aim of the project is to integrate migrants into the care and nursing professions. The format is intended to help meet the continuously increasing demand for skilled labour in this area. The project includes specialist information and individual counselling as well as preparatory courses to improve German language skills in preparation for working in the care sector.</p> <p>Austrian Integration Fund career platforms: At these events, job-seeking immigrants network with companies looking for staff. Potential applicants can find out about career opportunities directly from the companies, get to know the company and have an initial interview. The aim is to integrate people with limited German language skills into the labour market. All programme points can be tailored to the individual needs of the participating companies. The 'Career Platform' format is also offered specifically for apprenticeships ('Career Platform: Apprenticeship').---</p> <p>Source: Ministry of the Interior</p>
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12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.

The greatest challenges in the implementation of vocational training for persons with refugee experience are, on the one hand, the lack of or inadequate basic education, especially for persons who have been accommodated in refugee camps for a long period of time and have not received a good school education, and, on the other hand, the lack of or inadequate German language skills. Measures that combine basic education and vocational training are therefore particularly promising for this target group (see question 11). A major obstacle to successful participation in vocational training is the language barrier mentioned above. Many applicants and/or beneficiaries of international protection do not speak German or do not speak it well enough, which makes access to educational programmes and effective communication in class difficult. This can lead to misunderstandings and poorer integration into the labour market. The declining level of education of those who have fled to Austria in recent years also requires significantly more literacy courses (around 11% more courses in 2024 than in the previous year). Cultural backgrounds and the different understanding of education due to the education systems in the country of origin can also present a challenge. Despite simplifications such as the Recognition and Assessment Act, recognition procedures for training are lengthy. This can result in applicants and/or beneficiaries of international protection entering the labour market overqualified.---

Source: Ministry of the Interior

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	 <p>EMN NCP Belgium</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>In Belgium, access to the labour market is a regional competence. The 3 regions (Brussels-Capital Region, Walloon Region, Flemish Region) and the German-speaking Community each have their own Public Employment Service, which is responsible for providing vocational education and training in view of integrating people into the labour market:</p> <ul style="list-style-type: none"> - VDAB (Flemish Employment and Vocational Training Service) for the Flemish Region; - Forem for the Walloon Region, in collaboration with training centres such as IFAPME (Walloon Institute for Vocational Training and the Self-Employed, and Small and Medium Enterprises), SFPME (Training Service for Small and Medium Enterprises), Bruxelles Formation, etc. - Actiris for the Brussels-Capital Region, in collaboration with training centres such as Bruxelles Formation -ADG for the German-speaking Community. <p>None of the regions reported having VET programmes that specifically target applicants and/or beneficiaries of international protection. The only conditions of admission to VET programmes are (1) to be registered as a jobseeker with the Public Employment Service, and (2) to be a resident of the region for which the Public Employment Service is responsible. Consequently, the following questions are answered on the basis of the general offer of VET programmes, to which applicants and beneficiaries of international protection have access if they meet those two conditions.</p>
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			<p>Applicants for international protection can register with the Public Employment Service, in principle, 4 months after their application has been lodged and provided that no negative decision has been issued. Though it is not an official condition of admission, the PES also usually check that the applicant or beneficiary of international protection has a sufficient understanding of the language of the VET programme (French, Dutch or German).</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>Flemish Region: Yes. The VDAB offers more than 300 trainings specific to shortage occupations. The occupations supported by VET programmes that are currently highest in demand are in the construction sector, in the industry sector (metal, electricity, mechanics), hospitality and food industry, and transport and logistics.</p> <p>Walloon Region: Yes. Out of the 370 vocational trainings offered by Forem, 209 are for shortage occupations. Participants who successfully complete a training for a shortage occupation can benefit from a bonus of 350€ called "Incentive+". Other benefits are foreseen for certain professions, such as financial support to pass a driving license ("Passport Drive") or the possibility to keep 25% of unemployment benefits during the first three months of employment in a shortage occupation. The occupations supported by VET programmes that are currently highest in demand are in the construction sector (roofer, bricklayer, painter, construction site manager, stonemason, tiler, electrician, etc.), in the industry sector (mechanic, maintenance technician, etc.), hospitality and tourism industry (waiter, receptionist, etc.), and in the health and social action sector (housekeeper).</p>
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			<p>Brussels-Capital Region: Yes. The occupations supported by VET programmes that are currently highest in demand are in the construction sector (stonemason, etc.), in the industry sector (mechanic, maintenance technician, etc.), hospitality and tourism industry (waiter, receptionist, etc.), and in the health and social action sector (housekeeper).</p> <p>German-speaking Community: Yes. The occupations supported by VET programmes that are currently highest in demand are in the construction sector (stonemason), administration (receptionist), and in the health and social action sector (housekeeper, caregiver/nursing assistant, child welfare worker).</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>Flemish Region: No specific initiative for applicants and/or beneficiaries of international protection. The VDAB offers free online tests through which individuals can test their theoretical knowledge of certain occupations. Jobseekers can also request an appointment with the VDAB to receive guidance on VET programmes. VDAB mediators will then assess the competences and discuss options with the jobseeker, but this is not a formal assessment or validation of skills or competencies.</p> <p>Walloon Region: No specific initiative for applicants and/or beneficiaries of international protection. Le Forem offers the possibility to test the level of knowledge in language or in IT skills. With the results of these tests, individuals can access free language and IT training according to their level. For other professional trainings this validation (very often also in</p>
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			<p>other fields like mathematics) is the condition to access the training.</p> <p>Brussels-Capital Region: No specific initiative for applicants and/or beneficiaries of international protection. Actiris offers the possibility to test one's knowledge in languages and in IT skills. With the results of these tests, individuals can access free language and IT training according to their level.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No, in Belgium minors are subject to compulsory education until the age of 18. From the age of 15-16, they may continue their education within special framework – by alternating school and supervised work – but still under the supervision of school authorities.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Flemish Region: No specific initiative for applicants and/or beneficiaries of international protection. Individuals who follow vocational training that leads to the official recognition of the acquired skills receive additional benefits (no registration costs, childcare, coverage of</p>
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			<p>travel costs.</p> <p>Walloon Region: All trainings organised by the PES are free of charge for persons who are registered as job-seekers. In addition, there are financial incentives to follow vocational trainings for shortage occupations: successful participants can benefit from a bonus of 350€ ("Incentive+"), financial support to pass a driving license ("Passport Drive") as well as the possibility to keep 25% of unemployment benefits during the first three months of employment in a shortage occupation. In addition, some vocational trainings can lead to an official recognition of the acquired skills, in the form of a certificate that can then be used on both the Belgian and the EU labour market.</p> <p>For applicants for international protection, the Forem contributes to transport costs and provides compensation of 1 euro gross per hour of training. This applies when the person follows a vocational training program under a Forem contract, either at a Forem training centre or with a Forem partner who has a collaboration agreement.</p> <p>Brussels-Capital Region: No specific initiative for applicants and/or beneficiaries of international protection. Depending on the individual's profile, Actiris may contribute to transport costs for vocational training for registered jobseekers. This is assessed individually by Actiris. In certain cases, and subject to availability, Actiris can also provide childcare for vocational training, which is evaluated on a case-by-case basis.</p> <p>German-speaking Community: No specific initiative for applicants and/or beneficiaries of international protection. In certain conditions, individuals who follow vocational training can benefit from financial compensation (bonus) and reimbursement of travel expenses. This concerns trainings for occupations that are considered high added value for the labour market of the German-speaking Community. The German-speaking Community also has a project (BRAWO project) whereby parts of the cost of the training are covered by the administration.</p>
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6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.

Flemish Region: No specific initiative for applicants and/or beneficiaries of international protection. Employers who cannot find the right candidates on the labour market can train individuals through on-the-job apprenticeships during 1 to 6 months, through an "Individual Vocational Training" (Individuele beroepsopleiding – IBO). During this apprenticeship, employers do not pay any salary or social security contributions, only a fixed monthly amount (between 650 to 1400€ netto, depending on the salary that the apprentice would then receive for that same job upon being hired). This measure is also offered to employers located in the Brussels-Capital Region.

Walloon Region: No specific initiative for applicants and/or beneficiaries of international protection. Employers can benefit from a "Paid education leave" (Congé éducation payé) which is a financial compensation offered to employers who allow their employees to follow a training organised by the Forem. Another measure specifically for shortage occupations is the "Shortage punch" (Coup de poing pénurie), which aim to meet the specific needs of employers in shortage occupations. It consists of trainings that take place either directly on-the-job or in training centres, and that lead to the possibility of immediate hiring at the end of the training. Participants in these trainings receive skills that are directly transferrable to a workplace, as well as other benefits such as financial support for childcare during the duration of the training, and reimbursement of travel costs to and from the training or apprenticeship location.

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			<p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No specific initiative for applicants and/or beneficiaries of international protection.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>No, there is no obligation for applicants and/or beneficiaries of international protection to participate in VET programmes, but this can be an advantage in building more sustainable employment prospects.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No specific offer for beneficiaries of international protection.</p>
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			<p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>This data is not recorded.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>Personal, in-person counselling starting from asylum reception centres.</p> <p>The FACT (First Aid Communication Tool) - visual translation app aims to facilitate communication in the workplace between non-Dutch or French speakers (refugees or not) and companies in different sectors. Available free of charge in 11 languages, it has been downloaded almost 60,000 times since its launch. FACT is offering 9 vocabulary modules for 8 in-demand sectors (the agriculture-horticulture, metalworking, cleaning, healthcare, woodworking, catering and food packaging sectors, the construction industry. The application is an initiative of the Province of West Flanders and was developed as part of the Interreg V France-Wallonie-Flanders AB Refugees-Employment project, in collaboration with different partners and is available for applicants/migrants in the whole country.</p> <p>Hospi'Jobs - a programme approved by Le Forem, designed to promote the rapid inclusion of migrants, also applicants of international protection, in the Belgian job market. This project was based on a dual approach: learning French as a Foreign Language (FLE) in a job-oriented way and professional immersion in the hospital cleaning, logistics and catering sectors. The</p>
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			<p>four-month course combines 388 hours of theory, practical workshops and work placements in hospitals and nursing homes. The main objective is to enable participants to master the specific vocabulary related to these fields, develop their technical and social skills, while gaining a better understanding of multicultural working environments.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>Language barriers for applicants wishing to access and follow vocational training courses (VET programmes are almost exclusively offered in one of the 3 national languages (French, Dutch, German)). Language tests are not adapted (high level for people who have often dropped out of school, or are even illiterate on the arrival in BE);</p> <p>Temporary residence status of applicants for international protection makes it difficult to establish long-term plan for labour market integration, including following VET programmes. Offer of VET programmes is not tailored to the specific needs of applicants for international protection (e.g. short courses);</p> <p>Shortage of reception/housing creates uncertainty regarding the applicant/beneficiary's place of residence, which has an impact on the VET programmes they have access to and overall labour market integration (which is regionalised).</p>
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	<p>EMN NCP Bulgaria</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>A National Program for Employment and Training of Unemployed Persons, Having Acquired Refugee or Humanitarian Status or Enjoying Temporary Protection, has been developed. The main objective of the Program is to support the integration into the labour market of these persons, through inclusion in Bulgarian language training and/or training for acquiring professional qualifications, and providing subsidized employment.</p> <p>The participating institutions are: Ministry of Labour and Social Policy, Ministry of Education and Science, Employment Agency, State Agency for Refugees, Executive Agency "General Labour Inspectorate" etc.</p> <p>The program is financed with funds from the State Budget, according to the amounts of financial resources determined by the National Action Plan for Employment Promotion for the respective year.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>No. The employers of these persons indicate training institutions that will provide training in</p>
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			<p>the key competence "Multilingual competence - Bulgarian language" and/or licensed vocational training centers that will provide training to unemployed persons to acquire professional qualifications necessary for hiring a vacant job position they have applied for.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>No</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p>
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			<p>For each unemployed person included in the training, the training institutions will be provided with funds for vocational training or for training in full competence "Multilingual competence - Bulgarian language" the determined by the National Action Plan for Employment Promotion. Each unemployed person included in the training is provided with scholarships for each day of attendance and funds for transport costs, when the training costs are carried out in a settlement other than the place of residence.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>For each unemployed person employed in a subsidized job, the employer is provided with funds for:</p> <ul style="list-style-type: none">- remuneration in the amount of the minimum wage for the country, for full-time work, for the time actually worked;- additional remuneration of a permanent nature at minimum amounts established in the Labour Code and the regulatory acts for their implementation;- remuneration for basic paid annual leave;- contributions due on behalf of the employer under the Pensions Act for the Pension Fund, the Pension Insurance Fund and the National Health Insurance Fund and for the Unemployment Fund. The funds are provided for a period of up to 12 months. <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe</p>
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			<p>them.</p> <p>No</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>No</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>There is not such an information available.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p>
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			<p>There is not such an information available.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>No</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>There are not any challenges still identified.</p>
	<p>EMN NCP Croatia</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>Croatian Act on international and temporary protection does not regulate vocational education and training of applicants for international protection, but states that beneficiaries of international protection can exercise the right to adult education related to employment,</p>

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			<p>professional development and gaining practical work experience under the same conditions as a Croatian citizen.</p> <p>Croatian Employment Service (CES) supports adult education in VET through measures On-the-job training and Education for acquiring work competences through vouchers.</p> <p>The target population of On-the-job training are unemployed persons registered at CES, who are training for vocations with a complexity of up to ISCED 3, and registered unemployed persons who are training for vocations with a higher level of complexity (ISCED 4 and higher). The entire cost of the program itself is paid directly to the employer, and is intended to cover expenses of mentoring at the employer's premises, theoretical teaching at adult education institutions and medical examination.</p> <p>Vouchers, on the other hand, are used by both unemployed and employed persons. Generally, granted vouchers cover entire cost of the training programme, but for some programmes, co-financing by user or their employer is necessary. Voucher amount is determined depending on the sector or subsector to which the training programme can be linked to, training workload and programme schedule. Voucher amount is the same for specific programmes, independent of the training provider or Croatia's county where the programme is conducted.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>Yes.</p> <p>Only programmes for acquisition of skills needed on the labor market are eligible for financing via voucher system.</p>
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			<p>Occupations with biggest shortages on the labor market, supported by VET programmes available to users through voucher system, are as follows: Teaching assistant, Carpenter, Tourist animator, Bookkeeper and Welder.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>Yes. Recognition and validation of prior knowledge, skills and/or competences is under the jurisdiction of the Ministry of Science, Education and Youth. The process of recognizing foreign diplomas and certificates can last for some time and be obstacle for participation in VET programme.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection</p>
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			<p>in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Yes. For the unemployed persons involved in the training courses, CES provides financial aid, coverage of the travel expenses and pension insurance, for each day spent at the training facility (or at the employer's premises, in cases of work-based learning).</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>No data</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes,</p>
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			<p>please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>Yes. Obligations of the users as well as sanctions in case of failure to meet them are defined by contract between user and the CES. Withdrawing from training may be considered justified or unjustified. Justifiable reasons include hospitalization, serious illness, illness of child, employment, and other justifiable reasons accepted by the CES Committee. Users who unjustifiably withdrew from the training are obligated to reimburse CES for training expenses, including financial aid and travel expenses (if applicable). No reimbursement is expected from users who withdrew training due to justifiable reasons.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p>
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			<p>Yes.</p> <p>Over the past three years, Croatia has seen a modest number of individuals with international protection status participating in On-the-job training programs. In the year 2024, a total of 11 asylum seekers have enrolled in the On-the-job training provided by the Croatian Employment Service. Among these 11 individuals, 3 are from Cuba, 3 from Syria, 2 from Turkey, 1 from Sri Lanka, 1 from Russia, and 1 from Côte d'Ivoire. In 2023, there was 1 asylum seeker from Turkey who participated in the on-the-job training program. In 2022, no applicants or beneficiaries of international protection were enrolled in the On-the-job training program through the Croatian Employment Service.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>no data</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>Croatian Employment Service has identified several key challenges in delivering VET to applicants and/or beneficiaries of international protection. Among the most significant obstacles is the issue of language barriers. The lack of proficiency in the Croatian language limits the access to the VET programs. Another major challenge is the recognition of foreign qualifications. Many applicants and beneficiaries of international protection arrive with some</p>
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			<p>form of prior educational backgrounds and professional experience. However, the process of recognizing foreign diplomas and certificates can be lengthy, expensive and complex.</p>
	<p>EMN NCP Cyprus</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>The Human Resource Development Authority of Cyprus (HRDA), as mandated by relevant legislation and its Strategic Plan, is the competent body for the training and development of human resources in Cyprus. It operates a variety of schemes addressing the diverse training and development needs of the country’s employed, unemployed and economically inactive human resources, providing them the opportunity to acquire new and/or upgrade existing knowledge, skills and attitudes. The HRDA is not a training provider itself, but it approves and subsidises training programmes implemented either by certified vocational training centres (VTCs) or enterprises themselves.</p> <p>Participation in training and development activities approved and subsidised by the HRDA is open to all beneficiaries, as defined in the Policy and Procedures Guide of each scheme. However, in schemes that support the training of employed persons, the decision on the participants rests with the employers.</p> <p>Applicants and/or beneficiaries of international protection may participate in HRDA schemes, as long as they are legally employed (part-time or full-time) in enterprises/organisations in the government-controlled area of the Republic of Cyprus or are registered as unemployed at</p>

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the Public Employment Service (PES) of the Ministry of Labour and Social Insurance (MLSI). Following a consultation process with the social partners and other stakeholders, the HRDA prepares a document that contains the thematic areas for the training programmes it subsidises, which is valid for two years. This provides a useful guidance to VTCs and enterprises for the design and organisation of appropriate training programmes. These programmes cover a broad range of subjects in all the operations of an enterprise.

As of 2023, the HRDA is implementing the following actions under the national Recovery and Resilience Plan 2021-2026, which are co-funded by the RRF and the HRDA:

Training programmes for the acquisition of digital skills
Training programmes for the acquisition of knowledge and skills related to the green economy
Training programmes for the acquisition of knowledge and skills related to the blue economy
Training programmes for the acquisition of entrepreneurial knowledge and skills
These schemes aim at the acquisition of new and upgrading of existing knowledge and skills of employed persons (public and private sector employees and the self-employed) or the unemployed, through their participation in training programmes implemented by VTCs. For these schemes, VTCs are selected through a public tendering procedure, to organise and deliver pre-defined training programmes. There is no cost for participating in the training programmes. Furthermore, as an extra incentive, traineeship and travel allowances are provided to the unemployed participants.

Also, the following actions under Cyprus's Cohesion Policy Programme "THALIA 2021-2027", co-funded by the ESF+ and the HRDA, are expected to come into force in 2025.

Training programmes for young people not in education, employment, or training (NEETs)
Individual Learning Accounts (ILAs) (pilot project)
The HRDA has also developed the System of Vocational Qualifications (SVQ) which is an integral part of the National Qualifications Framework (NQF), referenced to the European Qualifications Framework (EQF). The SVQ was co-funded by the European Social Fund (ESF) and the HRDA during the 2014-2020 programming period. The SVQ is designed for the assessment and certification of

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the competence of a person to carry out a specific job in real or/and simulated working conditions. The Vocational Qualifications Standards (VQS) define the framework for the training and development of a person, leading to the appropriate competence level. Applicants and/or beneficiaries of international protection may use the system, free of charge, for the recognition and certification of their work qualifications.

In addition, the European Funds Directorate of the Ministry of Interior, as the Managing Authority of Home Affairs Funds (AMIF, ISF, BMVI) can launch call for proposals, as regards to vocational education and training.

Asylum, Migration and Integration Fund (AMIF) defines that, an implementation of measures should be adopted for the specific objectives of, strengthening and developing legal migration to the Member States in accordance with their economic and social needs and promoting and contributing to the effective integration and of social inclusion of third-country nationals. In this regard, a number of operations can be initiated with respect to VET programmes such as: the development of mobility schemes to the Union, such as circular or temporary migration schemes, including training to enhance employability; strengthening and developing all aspects of the Common European Asylum System, including its external dimension cooperation between third countries and the recruitment agencies, the employment services and the immigration services of Member States; the assessment and recognition of skills and qualifications, including professional experience, acquired in a third country, as well as their transparency, and their equivalence with those of a Member State; integration measures, such as tailored support in accordance with the needs of third-country nationals, and integration programmes focusing on counselling, education, language and other training, such as civic orientation courses and professional guidance; Moreover, a number of co-funded VET projects are implemented from non-governmental organisations under their mandate of work with applicants and/ or beneficiaries of international protection in Cyprus.

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			<p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>No training programmes offered by the HRDA exclusively to applicants and/or beneficiaries of international protection, so far. Nonetheless, it is important to note that The HRDA conducts research studies for the systematic employment forecasting and the identification of skills gaps. The findings of the HRDA's research studies on the anticipation of skill needs constitute a significant tool for guidance, which also contributes to improve labour market relevance of education and training.</p> <p>Likewise, no VET programs offered to applicants and/or beneficiaries of international protection through the operations of the European Funds Directorate are reported so far, but could be funded as such by AMIF as in q1.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>NO</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these</p>
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			<p>programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No, although, through other operations under Home Affairs Funds and specifically under AMIF, information dissemination on education/training opportunities and personalized career guidance and support are offered in Migrant Info Centres that operate in the urban areas of the 5 Cyprus districts (AMIF project).</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Not have been employed so far via operations under Home Affairs Funds, although VET programmes could be funded (AMIF) as in the answer of question 1.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>The following schemes offer incentives to employers for the employment and training of tertiary education graduates and the long-term unemployed, which can be utilised by applicants and/or beneficiaries of international protection.</p> <p>Scheme for the Employment and Training of Tertiary Education Graduates Scheme for the</p>
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			<p>Training of the Long-term Unemployed in Enterprises/OrganisationsThe scheme aims at providing opportunities to tertiary education graduates less than 30 years old, to secure a suitable job and acquire work experience and specialised knowledge and skills, while at the same time strengthening enterprises and organisations through the employment and training of qualified persons.</p> <p>The scheme offers the opportunity to the long-term unemployed (registered with the PES for 6+ months) to integrate/reintegrate in employment with the parallel acquisition of the necessary knowledge and skills. The HRDA provides incentives to employers in order to design, organise and implement in-company training programmes to cover the training needs of newly employed persons who were long-term unemployed.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>Not have been offered so far. There are no additional incentives offered to employers for hiring applicants and/or beneficiaries of international protection who have completed a VET programme.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p>
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			<p>NO</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>The Training programmes for the acquisition of entrepreneurial knowledge and skills under the national Recovery and Resilience Plan 2021-2026, aim at the acquisition of specialised knowledge and skills in issues of entrepreneurship development, as well as the formation and operation of a business by the unemployed (with emphasis on women up to 55 years old with upper secondary education) interested in starting their own business, by participating in training programmes implemented by VTCs.</p> <p>In addition, through other operations under Home Affairs Funds and specifically under AMIF, related support is offered, such as information dissemination on education/training opportunities and personalized career guidance and support at Migrant Info Centres that operate in the urban areas of the 5 Cyprus districts and in rural areas in a mobile service unit.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>NO</p>
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			<p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>In Cyprus, the provision of consultation on employment opportunities and/or vocational training via the AMIF project Migrant Info Centres, can be considered as a good practice.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>No main challenges can be reported as support from a number of other operations such as Greek language lessons can act as a medium of and foster active engagement of this target group into VET implemented projects.</p>
	<p>EMN NCP Czech Republic</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>In CZ VET´s programmes can be part of State Integration Program (SIP). The main goal of the SIP is to assist beneficiaries of international protection during their first months in the Czech Republic, particularly in the areas of housing, employment, healthcare, language learning, and</p>

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			<p>further education, primarily through social assistance. Beneficiaries of international protection can register at the Labour Office of the Czech Republic and apply for job placement services. The Labour Office can offer them available job opportunities, assistance in obtaining retraining (career change), and the development of individual action plans to improve their employability in the labor market.</p> <p>Beneficiaries of international protection can take advantage of retraining courses for a selected profession or enroll in Czech language retraining courses. These courses are funded by the Labour Office of the Czech Republic, provided certain conditions are met. The courses are offered by accredited providers listed in the Database of Retraining and Further Education Courses of the Labour Office of the Czech Republic. Alternatively, clients can find a provider whose retraining course may also be approved by the Labour Office.</p> <p>The basic process includes registering at the Labour Office of the Czech Republic as a job seeker or a person interested in its services, completing the necessary documents and forms, waiting for application approval (up to 30 days), attending the course regularly, and successfully passing the final exam.</p> <p>Czech language courses are offered at different proficiency levels (A1, A2, B1) and in various formats (in-person, blended, online) and intensities. In addition, a free course on culture and democracy is provided to beneficiaries of international protection. The course is organised by a contracted NGO under the auspices of the MoI and funded through AMIF.</p> <p>Additionally, digital education courses are available, focusing on further professional training for employees, which is a key factor in maintaining competitiveness and improving company efficiency. Digital education consists of two categories: Development of Digital Skills in IT and Development of Digital Skills in Industry.</p>
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			<p>Furthermore, the following areas of employment of foreigners are supported under the Operational Programme Employment Plus (OPZ+), i.e. under ESF+ support managed by the Ministry of Labour and Social Affairs of the Czech Republic:</p> <p>a) Projects of the Non-Governmental Sector that are fully or partially focused on the target group of migrants and asylum seekers. Due to the refugee wave caused by the Russian Federation's military aggression against Ukraine, these projects have primarily focused on individuals from Ukraine under temporary protection since 2022. In competitive calls in 2022 and 2023, specific allocations were designated for this target group, and they continue to be included in subsequent calls.</p> <p>The projects aim to provide comprehensive support for labor market integration through activities in counseling, motivation, activation, education, and job placement. Professional training and education are an integral part of these projects, primarily in the form of language and (re)qualification courses, as well as supported employment to help individuals gain work experience or job training.</p> <p>b) The target group of foreigners, migrants, and asylum seekers is supported in nationwide projects of the Labour Office of the Czech Republic. These projects also focus on comprehensive support for labor market integration through activities in counseling, motivation, education, and job placement. Professional training and education are an integral part of these projects, primarily in the form of language and (re)qualification courses, as well as supported employment.</p> <p>c) The Project of Ministry of Labour and Social Affairs EURES+ 3Z Up! which funds individual and group counseling to help foreigners find employment in the Czech Republic. Advisors and specialists offer foreigners job opportunities, retraining, and assistance with understanding</p>
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			<p>labor law regulations. The support includes career counseling and the development of individualized strategies. The project also covers services such as interpreters and informational advisory days for foreigners.</p> <p>d) A total of 104 projects are currently being implemented under the "Together for Education" call, with a total allocation of nearly 1.1 billion CZK. The project recipients include professional and business associations (unions, associations, guilds, chambers of commerce, professional chambers, cooperatives) that implement education projects for their members' employees, collective members, and self-employed individuals. Additionally, more than 550 projects are being implemented under the "Corporate Education" call, with a total allocation of nearly 1 billion CZK. The project recipients are business employers and self-employed individuals, with their employees as the target group. The announcement of similar calls, with an allocation of over 2 billion CZK, is planned for November 2025 and January 2026.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>In CZ the VET are not offered directly but these programs are provided to job seekers and individuals interested in employment in accordance with both current and future labor market needs. These programs aim to improve the position of these target groups in the labor market while taking into account their individual needs, health conditions, abilities, and potential for successfully completing suitable retraining.</p> <p>When assessing the employability parameter in the labor market, the regional branch of the Czech Labour Office considers a nationally defined range of educational fields or professions</p>
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			<p>that are presumed to have higher employability based on national labor market needs. This range is determined by the Department of Employment Policy of the Ministry of Labour and Social Affairs (MPSV) based on labor market development analyses and forecasts, including possible consultations with social partners. The list is updated as needed, but at least once a year. The most in-demand occupations include IT sector jobs, drivers, and workers in the social sector.</p> <p>The continuing education programs mentioned in Q1 a) are not generally centrally managed (also due to their scope—they do not cover the entire Czech Republic and are project-based, meaning they are time-limited and local in nature). The participation of clients depends on the activities of the civic sector, their own interest, and, for example, referrals from the Czech Labour Office. Similarly, there is no central determination of the fields or industries in which a client should be educated or the type of employment they should be directed toward. Projects are implemented based on individualized work with clients according to their diagnostics and subsequent guidance into project activities to help them obtain available employment opportunities. Ultimately, clients (ideally in combination with ongoing language improvement and counseling services for selecting suitable retraining) acquire education and employment in various fields.</p> <p>In projects of the Czech Labour Office (see Q1 b)) secured retraining generally focuses on fields that lack sufficient labor supply. For the target group of foreigners, migrants, and asylum seekers, however, the biggest barrier in the labor market is language. This is the focus of the newly launched project "Integration into the Labor Market and Support for Foreigners in the Czech Republic."</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before</p>
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			<p>admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>When assessing the interest in receiving training, the social situation of job seekers is taken into account, particularly with regard to their ability to successfully complete the training. In the case of job seekers from socially excluded groups or those at risk of social exclusion, priority is given to their inclusion in secured training, which also allows for financial support (such as training allowances, reimbursement of travel expenses, etc.).</p> <p>Through retraining, job seekers and those interested in employment have the opportunity not only to acquire a new qualification but also to enhance, deepen, or expand their existing qualification, including maintaining or renewing it. To help choose a suitable retraining program, career counseling is provided, including available diagnostics and career information related to further education and retraining. When offering counseling for retraining choices, skills acquired through lifelong learning and work experience gained during the job seeker's career are also taken into account. Subsequently, a proposal for retraining is prepared with the client, and if approved, the Czech Labour Office enters into a retraining agreement with the job seeker. The projects also offer assistance with the recognition of foreign qualifications (nostrification).</p> <p>In the case of free language courses (see above), an entrance test is conducted to assess the client's language proficiency, and based on the results, the client is placed in the appropriate learning group.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged</p>
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			<p>between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>NO. This target group can take entrance exams for the corresponding grades of primary or secondary schools and receive education within the framework of initial education in the Czech language.</p> <p>However, suppose young people meet the entry requirements for the project as job seekers or those interested in employment. In that case, they can be included in the "Youth Guarantee" or "Integration into the Labour Market and Support for Foreigners in the Czech Republic" project. Based on their individual needs, they receive assistance in the form of counseling, language courses, vocational training, and even placement in a subsidized job.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>As part of the project by the Czech Labour Office, which, in addition to other foreigners, also targets applicants for international protection and beneficiaries of international protection, the following accompanying measures may be provided to clients:</p> <ul style="list-style-type: none">a) Travel expenses (transportation costs);b) Childcare and care for other dependent family members (institutions, private kindergartens, maternity centers, individuals with a valid business license);c) Fees for initial medical examinations and coverage of health check-ups required for certain
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			<p>retraining programs or professions;</p> <p>d) Other essential expenses of the target group (e.g., criminal record extracts, extracts from medical records, contributions for processing administrative documents for recognition exams, copies of certificates, etc.);</p> <p>e) Support allowance for regional mobility.</p> <p>As part of the language course and the course on the basics of culture and democracy, clients can be reimbursed for travel to the course.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>YES</p> <p>The Labour Office of the Czech Republic may fully or partially cover the costs associated with the retraining of employees by employers if such retraining is in the interest of their further employment. Employers may submit a written request for this reimbursement to the Labour Office of the Czech Republic before the retraining begins.</p> <p>As part of the projects mentioned in point 1a), clients are offered free educational courses (either purchased or organized by the grant recipient). Employers of these clients may also receive a wage subsidy for a certain period (i.e., the costs of these activities are covered for project implementers through project implementation grants). Additional accompanying measures (such as childcare during participation in activities, travel expenses, or reimbursement of various certificates) can be reimbursed from the flat-rate project costs under the OPZ+ programme. This means that, for administrative simplification, project implementers receive a lump sum for such expenses, but they do not have to itemize or</p>
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			<p>report these costs to the grant provider.</p> <p>In projects mentioned in point 1a) and apart from the expenses specified in point 6, funding is also provided for implementation teams responsible for advisory, motivational, and activation activities, workers with personal migration experience, and, in some cases, mentors/assistants for specific job positions.</p> <p>Within the projects of the Labour Office (see point 1b)), it is possible, depending on individual needs, to reimburse travel expenses, accommodation, or childcare costs during vocational training and retraining as part of accompanying measures in the project. Additionally, if a person is employed in a subsidized job, the employer is entitled to receive a compensation allowance for employing this person.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>One of the main forms of support that employers can use, not only for persons with international protection, are financial contributions provided by the Labour Office of the Czech Republic. These contributions can include support for job creation, retraining and training of employees.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes,</p>
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			<p>please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>If a job seeker or an individual interested in employment participating in secured or chosen retraining fails to complete the retraining, they are required to reimburse the Czech Labour Office for the retraining costs as well as any expenses covered in connection with the retraining. However, if the retraining is not completed due to serious reasons defined by the Employment Act, they are not obligated to repay the costs. Additionally, the retraining participant is required, based on the commitment outlined in the retraining agreement, to return the financial contribution provided by the Czech Labour Office for retraining expenses or a proportional part of it if the contribution was granted unlawfully or in a higher amount than was due, as a result of the participant's own fault. Failure to return the contribution or its proportional part within the deadline and under the conditions set out in the retraining agreement constitutes a breach of budgetary discipline. In such cases, the Czech Labour Office forwards the matter to the financial authority for further proceedings (this is valid for all the participants).</p> <p>The participation in and payment for continuing education programs or activities for asylum seekers and individuals under temporary protection are not subject to any centralized conditions, such as deadlines by which courses must be completed. As part of retraining or vocational education, the individual must follow the curriculum and rules of the accredited training course, maintain at least 80% attendance, and pass the final exam.</p> <p>Within the projects mentioned in Q1 it is possible to implement courses aimed at starting a business, although such courses are less common than other types of retraining programs. Additionally, soft skills training commonly includes courses providing guidance on labor law conditions and workplace orientation.</p>
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			<p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>The Labour Office offers a course on the basics of entrepreneurship as part of its retraining programmes. At the same time, it can also provide a financial contribution for the establishment of a socially useful workplace for the purpose of starting self-employment, and for the purchase of the necessary equipment for the workplace. However, these benefits can be used by any jobseeker who is registered with the Office of the Czech Republic and decides to return to the labour market in this way.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>No, the Czech Republic does not have data specifically for applicants/beneficiaries of temporary protection.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>No, the Czech Republic does not have examples of good practice specifically for delivering VET</p>
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			<p>to applicants/beneficiaries of temporary protection.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>Knowledge of the Czech language necessary for completing a vocational retraining course, further vocational training leading to career growth, more transparent information and sufficient professional support for foreigners in the area of recognition of professional qualifications and education obtained abroad, lack of lecturers due to the large number of foreigners.</p>
	<p>EMN NCP Estonia</p>	<p>Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>There is no VET training especially offered for applicants and/or beneficiaries of international protection. Most of the services described in this inform apply to beneficiaries of international protection if relevant requirements are met. However, they do not apply for applicants of international protection.</p> <p>The development of Estonian vocational education is based on the documents, policies and</p>

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development plans of the European Union and Estonia. The National Implementation Plan of the Council Recommendation of VET has been prepared on the basis of the recommendation of the Council of the EU and the Estonian Education Development Plan 2022-2035.

The Estonian education system is decentralised and, due to its relatively small size, flexible. Responsibilities are clearly divided between the state, local governments and schools. Most VET institutions are state-owned. Education providers have a high degree of autonomy in performing their tasks, including allocating resources, and teachers have a great deal of autonomy in the choice of teaching methodologies, materials and approaches. VET forms a part of the Estonian education system and, in the context of lifelong learning, has a major role both in initial and continuous training, and in up- and reskilling of diverse target groups. VET is free for learners of all ages, incl. adults.

In Estonia, the rights and obligations of recipients of international protection are regulated by the Act on Granting International Protection to Aliens¹, namely paragraphs § 102 (Right of access to education of minor applicant for international protection) and § 75 (Social rights and obligations of beneficiary of international protection and access to education, health services and labour market).

Vocational education is organised by the Ministry of Education and Research of Estonia. Currently, there are no vocational education programs or curricula specifically aimed at applicants and/or beneficiaries of international protection. It is important that applicants and/or beneficiaries of international protection are provided with opportunities to learn the Estonian language, and after that they are encouraged to apply for open curricula on an equal basis with other applicants.

Additionally, with sufficient language proficiency and suitability for the target group, further training opportunities are available at the education portal. Currently, vocational education

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			<p>institutions offer the opportunity to study on the choice of profession curriculum, which also focuses on supporting language learning. If a student is uncertain about what speciality to study, then they can opt for the choice of profession curriculum in which key competencies are developed and various professions are introduced. The curriculum is currently changing, and from the 2026/27 academic year, vocational selection education will be available. Vocational selection education is preparatory level education for vocational training. However, schools have often accepted students with insufficient Estonian language skills and supported the improvement of their language proficiency during their studies.</p> <p>Young Ukrainian war refugees who have previously acquired (secondary or) basic education (in Estonia or Ukraine) can continue their studies by applying on the same basis as other basic school and high school graduates. When there is a larger number of international protection applicants and recipients from one country, the Ministry of Education and Research has, in cooperation with schools, found and offered broader opportunities, for example, for Ukrainian citizens, regardless of their status.</p> <p>Foreign-language curricula in vocational schools are primarily in Russian. Valga County Vocational Training Centre also has one English language curriculum (logistics).</p> <p>In Estonia, the Estonian Unemployment Insurance Fund is providing labour market training. The objective of labour market training is to provide support for acquiring the general or professional skills necessary for securing employment, considering the labour supply and demand situation in Estonia's economy. A person can participate in labour market training if they are seeking employment in occupations where there is a high demand for workers according to the data of the Unemployment Insurance Fund and they lack the necessary skills, digital competencies or Estonian language proficiency.</p> <p>Estonian Unemployment Insurance Fund provides labour market training if a person is seeking</p>
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			<p>work and is: registered with the Unemployment Insurance Fund as unemployed; or a working person with a notice of dismissal; or an employee of an imprisoned person; or an imprisoned person who is unemployed and is not registered with the Unemployment Insurance Fund as unemployed; or a person of retirement age or a person who receives early-retirement pension or the allowance of a rescue servant waiting for old-age pension, who is not employed or registered with the Unemployment Insurance Fund as unemployed.</p> <p>The Unemployment Insurance Fund can pay for training that lasts for up to 12 months and takes place in Estonia. The training may include face-to-face and practical lessons and independent work.</p> <p>The Estonian Unemployment Insurance Fund only finances training courses that provide vocational and other skills required to enter or remain in employment and that have been agreed upon with the counsellor of the Estonian Unemployment Insurance Fund, including only such Estonian language training courses that prepare one for the Estonian language proficiency exam (levels A2, B1, B2, C1) or provide level A1 language skills. According to the entry into force of the Employment Program 2024-2029 from 01.01.2024, the training cost of the Estonian Unemployment Insurance Fund training card can be paid up to 2500 euros within three years (§ 23 subsection 6).</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p>
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			<p>YES and NO. The beneficiaries of international protection are not considered a special target group. Vocational education curricula are linked to the OSKA labor market forecasts to balance the demand for labour in key occupations with the vocational education training offerings. The OSKA labour market forecasts are conducted by the Estonian Qualifications Authority (Kutsekoda). Starting from 2024, education institutions have been given guidelines on how much to reduce or increase admissions to curricula to ensure that training offerings are aligned with labor market expectations.</p> <p>When financing labour market training, the Estonian Unemployment Insurance Fund considers the labour supply and demand situation in Estonia's economy and the person's opportunities for commencing work in the desired occupation. Information about labour demand in Estonia is analysed by relying on the regulation Employment Program 2024–2029 and by using the OSKA studies, education portal and labour demand barometer.</p> <p>The labour demand barometer is a qualitative method used by the Estonian Unemployment Insurance Fund to forecast short-term labour demand by occupation. At the county level, the forecast is prepared by the county departments of the Estonian Unemployment Insurance Fund, involving experts from outside the Estonian Unemployment Insurance Fund as far as possible. The labour demand barometer can be found here.</p> <p>According to the Estonian Unemployment Insurance Fund's labour demand barometer, the most in-demand professions on the Estonian labor market supported by VET-programmes are the following: professions related to livestock farming, floor installers, tilers, plumbers, welders and flame cutters, metalworkers, motor vehicle mechanics, agricultural and industrial machinery mechanics, construction electricians, electronics equipment mechanics, electrical equipment mechanics, bus and tram drivers, ship mechanics, and caregivers in healthcare institutions.</p>
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			<p>According to the OSKA study published in February 2024, top 5 vocational education fields with the highest professional employment rate in Estonia are:</p> <ul style="list-style-type: none">Dentistry 91%Care for elderly and disabled adults 90%Social work and counselling 85%Architecture and urban planning 83%Electronics and automation 82% <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>NO. There is no validation of prior knowledge, skills and/or competencies of beneficiaries of international protection, the admission requirements to participate in vocational education and labour market training are the same for everyone (excluding applicants of international protection). Kindly refer to question 1 for specific requirements.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p>
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			<p>YES and NO. The following applies to all minors, regardless whether they are beneficiaries of international protection.</p> <p>Vocational secondary education may be started after completing basic education (9 years of study at 16 years old).</p> <p>According to the currently applicable laws, a person aged 16 and older can also register as unemployed and receive labour market training. The Estonian Unemployment Insurance Fund also offer training for working individuals who are between the ages of 16 and retirement age. The admission requirements to participate in vocational education and labour market training are the same for everyone. Kindly refer to question 1 for specific requirements.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>YES and NO. In Estonia, there is no specific support or incentives for beneficiaries of international protection, the same criteria apply for everyone for the following (excluding applicants of international protection): Labour market training funded by the Estonian Unemployment Insurance Fund Degree study allowance funded by Estonian Unemployment Insurance Fund, which aims to motivate people to enrol in vocational schools or institutions of higher education Vocational education, which is free for learners of all ages.</p>
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			<p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>YES. To support the integration into and retention of beneficiaries of international protection on the labour market, employers are paid a mentoring fee and reimbursed for the cost of translation services related to a beneficiary obtaining qualifications and being employed. The aim is to boost the participation and retention of beneficiaries of international protection in employment to contribute to their self-sufficiency, adaptation and integration into Estonian society. Supporting the employment of a beneficiary of international protection is funded by the Estonian Unemployment Insurance Fund. Applicants of international protection are not allowed to take employment, except if the decision on his or her application for international protection has not entered into force within six months as of the submission of the application for international protection due to reasons beyond the applicant's control.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>YES and NO. Two additional incentives offered to employers by the Unemployment Insurance Fund include "My First Job" and "Wage Subsidy". These measures have not been specifically developed for beneficiaries of international protection, but for all target groups who meet the required conditions.</p> <p>In order to help a young person with little work experience find a job, the Estonian</p>
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			<p>Unemployment Insurance Fund pays a wage subsidy to the employer within the framework of the service 'My First Job' and reimburses the training costs. The aim of the My First Job subsidy is to increase the employability of young people and reduce unemployment by facilitating young people with little work experience in gaining work experience, developing their skills and knowledge.</p> <p>The purpose of the wage subsidy is to support the employer in employing a less competitive or a disadvantaged person and facilitate their transition to the labour market.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>NO</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>YES and NO. Estonian Unemployment Insurance Fund offers Business Plan and entrepreneurship training for everyone who meet the criteria. Estonian Unemployment Insurance Fund provides labour market training if a person is seeking work and is: registered with the Unemployment Insurance Fund as unemployed; or</p>
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			<p>a working person with a notice of dismissal; or an employee of an imprisoned person; or an imprisoned person who is unemployed and is not registered with the Unemployment Insurance Fund as unemployed; or a person of retirement age or a person who receives early-retirement pension or the allowance of a rescue servant waiting for old-age pension, who is not employed or registered with the Unemployment Insurance Fund as unemployed.</p> <p>The Unemployment Insurance Fund can pay for training that lasts for up to 12 months and takes place in Estonia. The training may include face-to-face and practical lessons and independent work.</p> <p>The Estonian Unemployment Insurance Fund only finances training courses that provide vocational and other skills required to enter or remain in employment and that have been agreed upon with the counsellor of the Estonian Unemployment Insurance Fund, including only such Estonian language training courses that prepare one for the Estonian language proficiency exam (levels A2, B1, B2, C1) or provide level A1 language skills.</p> <p>According to the entry into force of the Employment Program 2024-2029 from 01.01.2024, the training cost of the Estonian Unemployment Insurance Fund training card can be paid up to 2500 euros within three years (§ 23 subsection 6).</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p>
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			<p>NO</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>NO</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>NO. The biggest challenge of the Unemployment Insurance Fund is providing Estonian language courses, since the demand has grown since the beginning of Russian invasion in Ukraine in 2022.</p>
+	EMN NCP Finland	Yes	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>There is no special treatment or VET training especially offered for applicants and/or</p>

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			<p>beneficiaries of international protection. If they have a legal status in the country, they can apply normally for VET courses organized by local VET providers free of charge.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>YES and NO. No special treatment. Public employment services & VET providers will try to guide unemployed adults to the fields that have labour market shortages. VET providers also receive extra funding from students who find a job after getting their qualification.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>NO and YES. There is no special treatment. Validation of prior learning is VET providers' duty, by law. VET provider and student make together a Personal Competence Development Plan for the duration of the studies. The student does not need to study things they already know. There is a mandatory Competence Demonstration after each module (a full vocational qualification consist of several modules) one has to pass. It does not matter how, when or where the student has acquired the skills – only competences matter, not the time spent in studies.</p>
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			<p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>NO</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>NO. Just the normal student benefits (student allowances, coverage for accommodation expenses, free lunches and study materials for students under the age of 18) like any normal VET student.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>NO</p>
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			<p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>NO</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>NO</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>NO and YES. These studies are available to all VET students.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible</p>
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			<p>disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>NO. Finland gathers data of VET students based on nationality, not by international protection status. Only data on beneficiaries of temporary protection from Ukraine is tracked as a new rather significant group.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>YES (and also NO, because TUVA can be used with all the students who might need extra support). TUVA – a new preparatory option for learners https://www.cedefop.europa.eu/en/news/finland-tuva-new-preparatory-option-learners</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>There is a shortage of qualified “Finnish as a second language” -teachers available for the VET providers outside bigger cities. Finnish authorities have tried to tackle this issue by giving VET teachers opportunities to learn language awareness skills so they could modify their pedagogical approach as per student groups' needs. The Ministry of Education and Culture has allocated funding of a total 8M€ for the years 2023-27 for this.</p>
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	<p>EMN NCP France</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>BIP (beneficiaries of international protection) have access to standard vocational education and training (VET) programs as per Article L.6111-1 of the French Labour Code. They can therefore exercise their right to professional training as soon as their status is recognized. Additionally, they have access to specific VET programs tailored to their needs. These programs are primarily organized by the state in collaboration with various public and private partners. Most of these programs are free and are often fully or partially funded by public funds.</p> <p>Asylum applicants are authorized to apply for a work permit six months after submitting their asylum application with the French office for the protection of refugees and stateless persons - OFPRA (provided the delay is not attributable to them), they can also benefit from VET initiatives. However, in practice, they rarely take the necessary steps to avail themselves of these opportunities.</p> <p>Based on existing global support programs (especially the programme ACCELAIR of Forum Réfugiés), in 2022, the Ministry of the Interior, in collaboration with the Ministries of Labour and Housing, the French office for immigration and integration - OFII, and the Inter-Ministerial Delegation for the Reception and Integration of Refugees (Délégation interministérielle à l'accueil et à l'intégration des réfugiés, Diair), launched the AGIR Program (Global and individualised support programme for the integration of refugees). The aim is to standardize the support for employment and accommodation for BPI, whether they are accommodated</p>
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			<p>within the national reception system or not. As of 10 March 2025, the AGIR program is now operational in 92 departments. It will be operational in the last two departments (Seine et Marne and Seine Saint Denis, in the Paris region) by summer 2025 and generalized to all metropolitan departments as planned.</p> <p>This program, implemented at the departmental level by a state-appointed operator, focuses on:</p> <p>Individualized support through the deployment of two social referents (employment/training and access to rights/housing), ensuring the beneficiaries' needs are met by directing them to both general and specialized systems.</p> <p>Coordination of local integration actors specialized in refugee and general integration to which BPI can be oriented.</p> <p>Local partnerships ensuring effective access to rights and coverage of needs.</p> <p>In addition, public authorities fund many specific programs dedicated to vocational training for third-country nationals through calls for projects, such as:</p> <p>The action 12 of the Programme 104 (Conducted by the Ministry of the Interior, the French integration policy is defined within the framework of Programme 104 'Integration and Access to French Nationality' in the French general budget.) related to the integration of newly arrived foreign nationals, including BIP, which funds calls for projects at local level, via the decentralised departments of the State. The Ministry of the Interior manages this program and annually publishes instructions related to the integration priorities of newly arrived foreign nationals, including refugees, to drive this policy at the territorial level. Access to employment and training and learning French language are two main pillars of this policy and thus one of the priorities for funded projects.</p> <p>Admission conditions are different depending on the programs: For the AGIR program:</p>
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			<p>New Voluntary BPI, adults and minors over 16, who have signed the Contract for Republican Integration (CIR), who have obtained their status the same year or the year before and presenting some particular vulnerability including after validation by the OFII: BPI accommodated in temporary accommodation centres or equivalent systems, eligible and voluntary, after 9 months of accommodation in temporary accommodation centres. BPI, eligible and voluntary, at the end of 12 months of support under the resettlement program.</p> <p>Family members holding a resident card or a multi-year residence card with the mention "family member of a beneficiary of international protection" or "family member of a beneficiary of subsidiary protection" (Articles L. 424-3 and L. 424-11, of the French code for entry and residence of foreign nationals and right to asylum - Ceseda), who are voluntary and holding the following statuses: Spouse, partner, or cohabiting partner. Parents of a minor and unmarried BPI. Minor children aged 16 to 18 of an eligible BPI, who have signed the CIR (Articles L. 421-35, L. 424-3 and L. 424-11, Ceseda). Voluntary stateless individuals, over 16 years old and signatories of the CIR, their spouse, partner, or cohabiting partner holding a multi-year residence card with the mention "family member of a beneficiary of stateless status," and parents of a minor and unmarried stateless child.</p> <p>Program 104 for the integration of newly arrived foreign nationals: Newly arrived foreign nationals who have signed the CIR and have held a residence permit for less than five years issued for family immigration, professional immigration, or international protection. Particular attention is given to vulnerable groups (BPI, women, and those under 26). Funded projects targeting the socio-professional integration of these groups are particularly supported.</p>
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2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?

YES

Public authorities offer VET programs specifically designed to address labor market shortages. Public authorities fund vocational training programs in high-demand sectors. Examples include:

Funding for the 'Terre 2 Cultures' project, which accommodates and supports BPI employees in finding jobs in the agricultural sector. The jobs on offer may be seasonal, fixed-term or permanent. The aim is to give people a job and work experience, but also enough income to be financially independent.

At the local level, state services in Val-de-Marne (a department in the Paris region) specify in the 2024 Call for Projects under Program 104 that, given the high-demand sectors in the area, there is a particular need for linguistic training with a professional focus in the following sectors: construction, healthcare, personal services, catering, IT/digital, industry, and transport/logistics.

Outside of VET programs, France Travail (French public employment service) has developed a common law system in the form of a multilingual application aimed at promoting the professional integration of newly arrived foreign nationals by accelerating the start of employment support in a context of high demand. This application, "Working in France," is available in store public since 10 February 2025.

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3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).

NO

Prior validation of the skills of BIP is not a criterion for eligibility for the AGIR programme. On the contrary, as part of its social support, the AGIR programme may provide support in validating prior experience, depending on the individual's situation. In addition, one of the main focuses of the programme is the acquisition of new skills through training and professional integration of refugees.

4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.

YES

minors who are BPI can, from the age of 16, benefit from ordinary law VET programs for young people (usually under 26 years old), such as work-linked training and professionalization contracts, Second Chance Schools (for French-speaking BPI), support by local missions through the contractualized employment and autonomy support pathway, the Youth Commitment Contract (Contrat d'engagement jeune, CEJ), integration workshops and work sites (Ateliers et chantiers d'insertion, ACI), etc.

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In this context, the AGIR Programme can support BPI minors aged 16 as well as children aged 16 to 18 of the family members of a BPI and support them in this perspective in conjunction with the relevant local players mentioned above.

5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.

The AGIR program aims to facilitate the integration of refugees by offering comprehensive and individualized support. Indeed, the assistance provided over a maximum period of 24 months helps each BPI supported to facilitate their access to rights (residence rights, social and family benefits, healthcare, including mental health, parenting support, access to a bank account, driver's license exchange, etc.) and provides support toward housing adapted to their personal and family situation, as well as to a job or a certifying or qualifying training depending on their professional project.

Outside the scope of VET programs dedicated to BPI, these individuals can benefit from ordinary law incentives such as the Personal Training Account (Compte personnel de formation, CPF), which allows workers throughout their careers to exercise their individual right to training and certification. Every active person receives annual training credits that they can use to follow training actions. BPI enrolled in France Travail can also benefit from training support provided by the institution in the form of an allowance and, under certain conditions, assistance with childcare and transport.

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			<p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>Although direct financial incentives for employers are not systematically detailed in the VET programs dedicated to BPI, employers can receive common law financial compensations in this context. Regional or government grants can encourage the signing of apprenticeship contracts, which is a major public policy priority for youth employment. Financial aids are offered to incentivize companies to hire apprentices:</p> <ul style="list-style-type: none">Full or partial exemption from social security charges on apprenticeship contracts;The training costs for apprenticeship mentors are covered by skills operators;Companies with 250 or more employees receive an additional financial incentive, in the form of a stage bonus, provided they exceed the minimum threshold for employees under apprenticeship contracts;A one-time grant (unique aid) is available for small businesses with fewer than 250 employees who hire a young person under an apprenticeship contract, provided that the apprentice is preparing for a certification of at most the baccalaureate level (initial education certifications at level 4 or lower in the European Qualifications Framework). This aid concerns contracts signed in 2019 and 2020 and from 2022 onward;An exceptional aid via the "1 jeune, 1 solution" (1 Young Person, 1 Solution) plan for companies signing apprenticeship contracts. <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p>
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			<p>NO</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>Although explicit obligations for success within a specified timeframe are not detailed, the AGIR program requires active participation and commitment from beneficiaries to ensure their successful integration into French society.</p> <p>Participants in the AGIR program sign a contract that formalizes the mutual commitments between the signatory and the operator on which this program is based. The signatories agree to:</p> <p>Participate seriously in the program, explain their situation honestly, complete the required steps, attend collective meetings and individual appointments, and notify in case of absence; Stay in contact with their referent and inform them of any changes in personal, family, and professional situation (new address, new job, entering training, changes in family situation, health issues, etc.);</p> <p>Inform their referent promptly if they encounter difficulties (e.g., damage to their housing, neighbor or landlord issues) before and after moving into housing and/or starting their training or employment.</p> <p>It is specifically stated that participants can be excluded from the program if: They do not honor their commitments in the contract and/or fail to attend three consecutive meetings with the operator without a valid reason;</p>
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			<p>They refuse an offer of housing suited to their household's situation without valid reason; They move to another department without informing the AGIR operator, who would be responsible for transferring their file to the relevant operator in the new department; They commit acts of violence or make threats against the service provider, partners, or other beneficiaries of the program; They engage in illegal or criminal behavior leading to legal proceedings; Their BPI status is revoked by the OFPRA. The maximum duration of support offered under the AGIR programme is 24 months.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>YES.</p> <p>In France, public authorities finance specific programs to develop the entrepreneurial skills of migrants, including BPI: Initiated by the Paris region and supported by the European Social Fund, Grdr (Grdr Migration Citizenship Development is a French association that works in West Africa and France to support migrant movements and local authorities), in partnership with Cité Des Métiers (A place for information on career guidance, training, employment and setting up a business), launched in 2015 the first edition of the "L'école régionale des projets : entrepreneurs migrants" (Regional School for Migrant Entrepreneurs, ERP)", a training program aimed at supporting the creation of economic activities. The ERP offers free training primarily for migrant entrepreneurs in Île-de-France with a business creation project but is also open to other applicants. This initiative offers 11 complementary thematic modules over a 6-month</p>
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			<p>period for complete training. Through these modules, participants can highlight their skills and experiences, acquire the basics of business creation, and formalize their projects.</p> <p>As part of the PIC-IPR plan (Investment Plan in competencies & professional integration of refugees - Plan d'Investissement dans les Compétences - Intégration Professionnelle des Réfugiés which aims to promote the socio-professional integration of young refugees aged 16 to 26 through sustainable employment or training leading to qualifications, including individual support and work placements), the Ministry of Labor, Employment, and Inclusion co-funds with the private sector the "Entrepreneurs réfugiés" (Refugee Entrepreneurs) program led by the association The Human Safety Net (THSN). Launched in 2017, this program supports refugees in realizing their entrepreneurial projects. It has led to the creation of three incubators (2 in the Paris region : Montreuil (93) and Saint-Denis (93), and one in Strasbourg), in partnership with La Ruche (French training organisation for business creation) and Singa (French association, dedicated to the integration of refugees and migrants by promoting encounters, social innovation and entrepreneurship.), and has been a long-time partner of the Singa incubator in Paris. The Human Safety Net France will intensify its actions in favor of refugee entrepreneurship in 2024-2025 by supporting five additional incubators.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>The AGIR programme has been rolled out progressively across France since 2022, in several phases to date, with the exception of the departments of Seine-et-Marne and Seine-Saint-Denis (both in the Paris region), which are due to be operational by the summer of 2025.</p>
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			<p>Since January 2025, due to budgetary constraints which occurred in 2024, changes have been made to the way the programme is rolled out: the average annual active file has been limited to 25,000 BPI taken into care, which is broken down into departmental active files capped according to several criteria (BPI flows weighted by the unemployment rate, the rate of vacant social housing, undue presence in the National Reception Scheme for asylum seekers (Dispositif national d'accueil - DNA), the presence of a First Reception Centre for Asylum Seekers in the department) and the refocusing of the public taken into care on the most vulnerable BPI (unemployed and without accommodation, homelessness people, accommodated in facilities that do not provide social support).</p> <p>Taking account of the realities on the ground, the AGIR programme aims to achieve real results in terms of integrating refugees, in particular by promoting their access to employment and housing.</p> <p>A dedicated information system (SI AGIR), filled in by all operational AGIR operators for each BPI taken on, collects the data needed to monitor and examine the achievement of the programme's objectives. Departmental, regional and national barometers and barometers for each operator enable changes in the active file to be monitored, and the rates of positive exits into employment and housing are published every week for the benefit of government departments and AGIR operators.</p> <p>At the end of December 2024, almost 23,000 BPI were being supported by the AGIR programme, 32% of whom were Afghan nationals. 36% of beneficiaries are women and 26% are aged between 20 and 40. 83% of people are supported in accessing their rights, 85% in accessing employment or training and 86% in accessing housing.</p> <p>The results are very encouraging: by the end of December 2024, 39% of the BPI people</p>
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			<p>supported for at least six months towards housing and employment had left the programme with sustainable employment and housing. This figure rises to 44% of those supported for at least six months for the employment component alone, and 65% of those supported for at least six months for the housing component.</p> <p>With regard to the PIC IPR programme deployed between 2018 and 2022, the number of beneficiaries stood at 14,000 at the end of 2021 (with a target of around 28,000 beneficiaries of international protection and asylum seekers aged over 6 months by 2023).</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>Several best practices have been identified regarding the offer of VET programs for asylum seekers and BPI:</p> <p>Mobilizing the private sector: Partnerships are being developed within these programs with companies to promote the socio-professional integration of BPI and to inform employers about the specificities and potential of this group while addressing the identified barriers. In the Loiret (department in the centre of France), an engagement charter was signed on 19 October 2023, between state services, the AGIR operator, and the local club "Les entreprises s'engagent" (Companies get involved), which brings together businesses of all sizes and sectors, united to build an inclusive society and a sustainable world.</p> <p>Creation of a platform dedicated to training and employment for BPI: the association France Terre d'Asile, with the support of the European Community, created in 1999 the "Advice Refugee Employment and Training" Platform (Conseil, Emploi, Réfugiés, Formation - CERF). The founding principles of this platform are to act as an interface in complementarity with</p>
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			<p>common law services; to provide personalized and contractualized support; to focus on overcoming the trauma of exile through the construction of a life project and combat victimization; and to put prior professional skills at the heart of the integration process, finding ways to enhance these skills to meet the needs of the host society. Since 2003, The CERF Île-de-France has been accredited as a provider of the French public employment service. It receives job seekers and newly arrived individuals with limited or no French language skills for professional project definition services and job access.</p> <p>Strengthening the professional integration of women (particularly by improving access to training): The "Fellowship" project, led by the SISTECH association, supports refugee women across France towards careers in digital professions, particularly through skill-based mentoring and support aimed at removing barriers to their integration. This includes professional French language courses, overcoming time and mobility constraints by offering remote or flexible training, and addressing child care difficulties by providing funded childcare during training sessions (babysitting).</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>In France, public authorities and civil society have identified several major challenges regarding the offer of VET for BPI: Main key challenges identified are as follows: Lack of awareness about the legal framework for employment, training, internships, and a lack of visibility of training programs, professional integration programs, and guidance support. Training allowances considered too low compared to actual wages (direct entry into the job</p>
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			<p>market is generally preferred).</p> <p>Downgrading, sometimes inherent in the logic of certain programs, which is often viewed as a fate. The structure of language training in various programs illustrates the potential for downgrading: training designed with a professional goal can end up limiting participants to specific occupations, whereas non-specialized training can offer broader opportunities. Several "peripheral obstacles" can also complicate the training process: difficulties in opening a bank account, exchanging a driver's license, accessing child care solutions, etc.</p>
	<p>EMN NCP Germany</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>Germany organizes vocational training for more than 300 training occupations by means of dual vocational training. Dual vocational training means training at two learning locations - the company and the vocational school. Two thirds of the training period take place in the training company, one third in a vocational school. Trainees conclude a training contract with their training company and receive an apprenticeship pay from their training company. In principle, trainees are subject to labour law. However, trainees receive greater legal protection where this is necessary due to the training. In addition to traditional dual vocational training, there are also full-time school-based training programmes for certain occupational fields. In full-time school-based trainings, vocational students are trained at a vocational school and practical experience is gained through internships. The most important occupational fields in this area are the health and social professions (e.g. nursery school teachers).</p>

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			<p>In principle, there are no regular vocational training programmes (neither dual nor full-time school-based) that specifically address the group of applicants or beneficiaries of international protection. However, support for young people is offered through the measures of the transition system (e.g. Einstiegsqualifizierung) or in the form of broader measures that also benefit this group of people. The overarching goal is always to start a regular training and to graduate in a regular apprenticeship.</p> <p>Access to training-related assistance was significantly expanded on 1 August 2019 in order to support foreigners who are not subject to any employment ban with the necessary services from the start of their training through to its successful completion.</p> <p>This includes amongst others the consulting and job placement, but also social education and support to start and complete a dual education. In order to enable in-company or extra-company vocational training in a recognised training occupation, the employment agency pays trainees a vocational training allowance if they do not have the necessary means.</p> <p>Since 1 April 2024, mobility grants can be an incentive for those interested in training to consider training in regions other than their own. In order to promote individuals' mobility, the mobility grant can be used to subsidise the cost of two trips home to their families per month in the first year of training. Anyone who relocates from where they live for training can receive one of these grants from the employment agency or job centre. However, the mobility grant is available to all apprentices, not only to beneficiaries of international protection.</p> <p>The new assessment procedure, created by the Vocational Education and Training Validation and Digitalisation Act (BVaDiG), also benefits migrants (and thus also the group of applicants or beneficiaries of international protection), who can use the new procedure to determine and certify their professional competence. The new assessment procedure is applicable only to persons who do not have a formal vocational qualification acquired abroad, but who have</p>
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			<p>substantial professional experience from their home country in a German reference occupation.</p> <p>Applicants or beneficiaries of international protection, who are already doing unskilled work to support their family or have a limited time budget due to language lessons, additionally have the option of part-time vocational training in accordance with the Vocational Training Act.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>No. As laid out in the answer to Q1, in principle, there is no VET programme specifically for applicants and/or beneficiaries of international protection provided by public authorities. Therefore, the measures targeting existing labour market shortages are not specific to applicants or beneficiaries of international protection.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>Please see the answer to Q1 for the recognition of skills.</p>
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			<p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>School-age adolescents and young adults aged 16 to 18 are specifically supported by the measures implemented by the federal states (Länder) within the framework of the "Bildungsketten" (Education Chains) initiative. This initiative aims to facilitate the transition from school to vocational training or employment and to establish a coherent system for career orientation, early identification, and individual support from school to the completion of vocational training.</p> <p>In close cooperation between the Federal Government (Federal Ministry of Education and Research, Federal Ministry of Labour and Social Affairs), the Länder, and the Federal Employment Agency, various measures are implemented, including competency assessment, career orientation, internships, and individual support during the transition to vocational training. Targeted support services such as language training, socio-educational guidance, and practical experience help young people to recognize their strengths and maintain their motivation. Access to these programmes is provided through the Länder and schools, taking into account the individual needs and legal conditions of the adolescents.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p>
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			<p>The Federal Ministry of Labour and Social Affairs is funding a new approach through the European Social Fund Plus in order to support such young people in the transition from school to vocational training. The pilot programme "Giving advice - Yes to vocational training!" is aimed at relevant key persons in the lives of young immigrants. These key persons are trained in their role as counsellors and are to support young people from a migrant background during the transition from school to vocational training. Key persons from their personal environment might be parents, relatives, teachers or trainers in sports clubs, for example.</p> <p>A lack of knowledge about the German vocational training system and its relevance often represents a significant obstacle. In this context, the nationwide KAUSA centres, which are funded by the Federal Ministry of Education and Research, are of importance. An important area of their work is providing advice and information to young people with a refugee background or migration experience (and their parents) on questions of training and suitable support options.</p> <p>The Federal Ministry of Education and Research has set up the Career Orientation for Refugees Programme (BOFplus Programme) for young refugees and migrants who are no longer required to attend school and who do not have a recognised vocational qualification. This programme supports them in finding the right training or vocational qualification. This can be in-company or school-based training or a preparatory introductory training programme, a path to (partial) qualifications, refresher training that leads to the recognition of previously acquired vocational qualifications, retraining or a course of study. In order to increase participation, financial support for public transport and child care is offered.</p> <p>The Federal Employment Agency has a wide range of funding tools at its disposal to support continuing vocational education and training of eligible unemployed persons and employees. Support options include, for example, covering continuing education costs (such as costs for training courses, travelling expenses, costs of accommodation and board, child care costs) or</p>
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			<p>providing wage subsidies for employers.</p> <p>This applies to all, regardless of their residence status as there is no VET programme in Germany.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>As there is no specific VET programme for applicants or beneficiaries of international protection in Germany: n/a</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>As there is no specific VET programme for applicants or beneficiaries of international protection in Germany: n/a</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet</p>
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			<p>them.</p> <p>As there is no specific VET programme for applicants or beneficiaries of international protection in Germany: n/a</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>As there is no specific VET programme for applicants or beneficiaries of international protection in Germany: n/a</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>As there is no specific VET programme for applicants or beneficiaries of international protection in Germany: n/a</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p>
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			<p>As there is no specific VET programme for applicants or beneficiaries of international protection in Germany: n/a</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>As there is no specific VET programme for applicants or beneficiaries of international protection in Germany: n/a</p>
	<p>EMN NCP Greece</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>According to the Social Integration Directorate of the Ministry of Migration and Asylum, vocational education and training programmes for applicants for and beneficiaries of international protection, aiming to enhance their skills and facilitate their integration into the labour market, are designed and supervised by the Ministry of Migration and Asylum in collaboration with the local administration and other stakeholders, such as NGOs, and international organizations.</p>

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			<p>Conditions of admission to programmes offering vocational education and training (VET) may vary. Indicatively:</p> <p>For the programme "HELIOS+" (which offers to beneficiaries of international and temporary protection – among other services – also services of employability support and vocational education and training), the conditions of admission concern the legal status: applicants have to be beneficiaries of international or temporary protection (been granted international protection within the last two years).</p> <p>For the programme "Helios Junior" (aiming to support the integration of former unaccompanied minors aged 18-21 though – among other services – the offer of vocational education and training), the conditions of admission target persons that legally reside in Greece, aged between 18 and 21. At the date of their registration, they must be at least 18 years of age and not have exceeded 20 years and 6 months.</p> <p>For the programme "Promote integration of the refugee population into the labor market" (which offers – among other services – also services of vocational education and training), the conditions of admission concern the legal status: applicants have to be beneficiaries of international or temporary protection, asylum seekers or legally residing migrants.</p> <p>For the programme "Bridging the Skills Gap" (which focuses on empowering migrants, refugees, and asylum seekers through tailored education and vocational training), the conditions of admission concern the legal status of the beneficiaries (they have to be beneficiaries of international protection, asylum seekers or legally residing migrants) and their professional and educational profile. Beneficiaries are invited to an individual interview with an employability counsellor, where their profile is assessed, along with their needs and skills and job market opportunities. Vulnerability factors also are taken into consideration.</p>
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Moreover, according to the contribution by the Ministry of Education, Religious Affairs and Sports, Law 5837/2021 B' art. 4, pars. 7 and 8 on the Higher Vocational Training Schools (S.A.E.K.) Regulation states that:

7. Foreign nationals of non-EU countries who have been granted political refugee status and cannot, due to an objective inability, provide the required registration documents, in order to register in the S.A.E.K., submit instead of a degree, a Solemn Declaration of Law 1599/1986, accompanied by an official document of the Greek state recognising their refugee status.

8. Asylum seekers who hold an International Protection Applicant Card in accordance with the provisions of Law 4636/2019 (A' 169) who meet the requirements of par. 2 can register in the S.A.E.K.

In addition, in accordance with the provisions of Law No. 4636/2019 (A' 169), attendance in public S.A.E.K. and E.S.K. is provided free of charge.

2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?

Yes.

According to the Social Integration Directorate of the Ministry of Migration and Asylum, under the programme "Promote integration of the refugee population into the labor market", beneficiaries are trained in eight specific sectors of the economy: the agricultural sector, the construction/technical sector, the tourism sector, the employment of women, the care and

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			<p>assistance of vulnerable groups, the prevention and fight against human trafficking, the protection of the environment and the political protection.</p> <p>Under the programme "Bridging the Skills Gap", beneficiaries of international protection are trained in specific sectors, that is, as truck drivers and as employees in the field of automation, while particular emphasis is given to the field of shipbuilding.</p> <p>Moreover, according to the contribution by the Ministry of Education, Religious Affairs and Sports, 130 specialties are provided that give initial professional training in order to meet the needs of the labour market.</p> <p>https://www.gsvetly.minedu.gov.gr/sxoles-anoteris-epaggelmatikis-katartisis-s-a-e-k/eidikotites</p> <p>Ensuring that trainees have the appropriate qualifications, by obtaining scientific, technical, professional and practical knowledge and cultivating appropriate skills, in order to facilitate their professional integration and ensure their adaptation to the changing needs of the production process.</p> <p>S.A.E.K. operate as flexible instruments for the continuous provision, updating and modernisation of human resources qualifications and their mission is to provide essential and formal vocational skills and qualifications in order to facilitate the mobility of workers, while strengthening the country's economy by contributing to increased productivity and economic growth.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before</p>
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			<p>admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>Yes.</p> <p>According to the Social Integration Directorate of the Ministry of Migration and Asylum, in all programmes mentioned above, there is an exam and assessment of prior knowledge, skills and/or competencies of beneficiaries, which often takes place with the help of an "Employability counsellor" or an "Integration counsellor" and leads to the formulation of an "Individual Career Plan" or an "Individual Integration Plan".</p> <p>Additionally, according to the contribution by the Ministry of Education, Religious Affairs and Sports, Law 5837/2021 B' art. 4, par. 6 on the S.A.E.K. Regulation states that:</p> <p>6. The following documents are required for the selection of S.A.E.K. candidates:</p> <ul style="list-style-type: none">a) Application form with the candidate's personal data.(b) Degree(c) Identity card or passport(d) Special Identity Card for Expatriates(e) Uniform-Format Residence Permit(f) Certificate of family status <p>In addition, for candidates from EU or third countries, knowledge of Greek language B1 level minimum is required, as provided for in Art. 76 Law No. 4763/2020 (A' 254).</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged</p>
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			<p>between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No.</p> <p>According to the contribution by the Ministry of Education, Religious Affairs and Sports, Law 5706/2022 B' art. 4, pars. 3 and 9 on Public Vocational Training Schools (E.S.K.) Regulation provides that:</p> <p>3. The holders of a lower secondary education diploma, or other equivalent qualification can register in E.S.K..</p> <p>9. Asylum seekers who hold an International Protection Applicant's Card as specified by Law 4636/2019 (A' 169) as in force, and who meet the requirements of par. 3 can register in E.S.K.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Yes.</p> <p>Beyond vocational education and training, in the case of "HELIOS+" beneficiaries are provided also with rent subsidy and cash for moving to an apartment, language training, integration support and employability support; in the case of "HELIOS junior" they are provided also with free accommodation in private apartments, language training, integration support and job</p>
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			<p>counseling; in the case of "Promote integration of the refugee population into the labor market" they are provided also with language and intercultural training, traineeship and skills certification; in the case of "Bridging the Skills Gap" they are provided also with soft and digital skills workshops, workshops for the European way of life, job counselling, skills certification and employability services.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>No.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p>
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			<p>Yes.</p> <p>In all programmes mentioned above, vocational education and training is organized in cycles of workshops or/and courses of specific duration. Apparently, only beneficiaries who systematically follow the workshops or/and courses (that is, specific number of hours) are afterwards provided with certification of skills (through passing relevant exams or not).</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No, there is no VET programme focusing specifically on entrepreneurship skills or on starting a business. However, support in relation to entrepreneurship or/and initiating a business may be provided in the framework of employability support in general or/and job counselling.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>No.</p>
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11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.

Yes.


Indicatively, to mention some good practices concerning the delivery of VET:

- In all programmes mentioned above, VET is provided through a personalized approach, that is, in the framework of and according to an “Individual Career Plan” or “Individual Integration Plan”.
- Especially under the programme “Bridging the Skills Gap”, VET is provided in specially designed labs that stimulate real working environment, as well as by the use of innovative AI-powered digital tools.

12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.

The design of VET programmes on the basis of skills supply and demand.

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	<p>EMN NCP Hungary</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>With regards to social, employment, health care, as well as education and training, persons who are holders of a refugee, beneficiary of subsidiary protection status have the same rights as Hungarian nationals. They can also attend vocational education and trainings under similar conditions as Hungarian nationals.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>No</p> <p>There are no such special VET programmes dedicated to applicants or beneficiaries of international protection.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p>
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			No
			4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.
			No
			5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.
			No
			6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.
			No


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			<p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>No</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes</p>
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			<p>offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>No</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>No</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>As a result of the legislation on asylum currently in effect, Hungary has not been experiencing a significant influx of asylum seekers in recent years. Therefore, no special VET programmes are available for beneficiaries of international protection, only general ones As the number of beneficiaries of temporary protection residing in the territory of Hungary due to the Russian and Ukrainian armed conflict is higher; characteristically, the target group of dedicated education and training programmes are beneficiaries of temporary protection.</p>
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 EMN NCP Ireland	Yes	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>Ireland has no specific nation-wide strategy in place to provide targeted vocational education and training (VET) to beneficiaries of international protection (BIPs) and international protection applications (IPAs). Instead, BIPs and IPAs are eligible to avail of mainstream VET programmes similar to other resident groups in Ireland.</p> <p>BIPs' access to vocational training is largely unrestricted as they are treated on the same basis as Irish citizens in terms of eligibility for VET.[1] IPAs, on the other hand, only become eligible for VET six months after lodging their international protection application and if they successfully obtained a labour market access permission.[2] IPAs can request labour market access in Ireland since 2018 and six months after making an IP application.[3] Indirect access barriers may apply as IPAs fail to qualify for most social welfare allowances,[4] which can be required by VET service providers in order to access training, or are simply needed to offset costs incurred during course participation.[5] For all VET learners, including BIPs and eligible IPAs, additional admission conditions apply. These typically include age and English proficiency requirements as well as years spent in unemployment and receipt of a qualifying social welfare payment in the context of some training schemes.[6]</p> <p>In absence of a specific policy governing VET access for BIPs or for IPAs, the labour market integration of both these groups is thus governed through Ireland's broader national strategies on integration, social welfare, employment, and education. The 2000 White Paper on Adult Education, under the remit of the Department of Further and Higher Education, Research,</p>
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			<p>Innovation and Science (DFHERIS), defines the overall eligibility of BIPs, IPAs, and certain other non-EEA nationals to receive access to mainstream adult education programmes including VET.[7] The White Paper also commits to reducing access barriers faced by both groups recognizing unique challenges relating to their language proficiency, job market skills requirements, and achieving recognition of pre-existing vocational or educational qualifications.[8] The Migrant Integration Strategy 2017-2020[9] under the remit of the Department of Children, Equality, Disability, Integration, and Youth (DCEDIY) commits to furthering the labour market integration of third-country nationals via measures such as education and training programmes. The Department of Social Protection (DSP) governs social welfare provision in Ireland and formulates the Pathways to Work Strategy 2021-2025 which, together with the Roadmap for Social Inclusion 2020-2025, articulates Ireland’s mainstream approach toward the labour market integration of third-country nationals. The Pathways to Work Strategy 2021-2025[10] explicitly lists BIPs and IPAs as groups facing additional barriers to work and commits to the implementation of measures in tackling these barriers (e.g., access to VET measures, paid intern- and apprenticeships, as well as to language training and integration courses). The strategy also foresees to include IPAs in employer incentive programmes such as the JobPlus subsidy[11] which previously excluded applicants.[12] DSP additionally operates the integrated employment service ‘Intreo’[13] which connects unemployed persons with relevant employment and income supports including information and advice on VET. IPAs, however, may be ineligible for some services where they do not receive qualifying social welfare payments or can demonstrate the required minimum time spent in employment.</p> <p>Oversight of VET is a shared responsibility between SOLAS[14], the Irish Further Education and Training agency, and Quality and Qualifications Ireland (QQI). Every five years, SOLAS prepares the FET strategy – which includes key elements on VET – and submits it for review to DFHERIS.[15]The FET strategy 2020-2024[16] states that new migrants, refugees and asylum seekers are “targeted priority cohorts” placing particular emphasis on integrating English for</p>
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Speakers of Other Languages (ESOL) provision with the development of technical and vocational skills.[17] Currently, a public consultation is open for submissions to inform the next 2025-2029 FET strategy.[18] QQI is responsible for external quality assurance of all further and higher education courses and, as such, maintains the review of the National Framework of Qualifications (NFQ), and acts as the National Academic Recognition Information Centre (NARIC Ireland).

At an operational level, VET provision is fragmented and highly localised. This is because public VET courses are provided through 16 locally operating Education and Training Boards (ETBs) that operate with considerable autonomy in designing their curricula.[19] ETBs are nationally represented through the Education and Training Boards Ireland (ETBI) and funded by DFHERIS. In general, BIPs and IPAs with labour market access are eligible for most VET courses subject to further, standard eligibility criteria.[20] Crucially, the ETBs function as one-stop-shops for adult education offering not only VET but, additionally, English language training and – in the case of a small number of resettled refugees – cultural and civic orientation upon arrival.[21] As ETBs operate in a highly localised manner, VET measures offered can differ significantly across the State depending on the ability and priority of each ETB.[22] The following non-exhaustive list highlights key mainstream VET programmes that are offered in some format by most ETBs. The list is validated through stakeholder consultations and course information provided by the Further Education and Training Course Hub (FETCH):

Skills for Work (SFW) Programme.[23] The SFW is a national, part-time programme aimed at helping adult employees deal with the basic skill demands of the workplace. Programmes are 35 hours in duration and designed in a flexible way to meet the needs of both the employer and the employee and therefore may include various subjects. [24] All SFW courses incorporate literacy and numeracy elements integrated with subjects ranging from communications, computing, interpersonal skills, problem-solving and report-writing. SFW are provided within ETB centres or on the company premises of employers.[25]

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			<p>Skills to Advance.[26] This scheme offers a range of upskilling and reskilling opportunities frequently informed by local enterprise needs. Skills to Advance subjects differ across local ETBs but generally aim to train persons employed in lower-skilled jobs or in industries currently undergoing significant transitions as well as employees aged 50 years and over.</p> <p>Specific Skills Training (SST).[27] SST courses are accredited, full-time courses lasting typically for six months designed to meet the needs of specific industries. As such, courses include computer applications and office skills, business administration, book-keeping, IT security management among others.</p> <p>Evening courses.[28] All ETBs additionally offer some form of evening courses that consist of short up-skilling modules aimed at employed or unemployed persons. These typically have a duration of not more than 30 hours over a 10-week period. The precise subjects can vary greatly across ETBs, but examples of modules on offer include welding, interior design, door security, or 'Start your own Business' classes.</p> <p>Post Leaving Certificate (PLC).[29] PLCs are full-time courses lasting for one or two years that combine practical work, academic work, and work experience. They aim to prepare learners for skilled employment and often directly respond to industry needs and, accordingly, may cover a range of practical and technical subjects. Both BIPs and IPAs holding labour market access permission may enrol in PLCs.</p> <p>Vocational Training Opportunities Scheme (VTOS).[30]VTOS are full-time courses intended to help unemployed persons re-enter the workforce. Courses are accredited and full-time, typically delivered over a two-year period. VTOS can include a range of subject, such as, ICT, business administration, and childcare. Importantly, VTOS have narrower eligibility criteria than other VET courses as participants must show evidence of being in receipt of qualifying unemployment benefits for at least six months (in addition to an age requirement of 21 years</p>
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or over). Consequently, IPAs may be ineligible for this scheme as they typically fail to qualify for DSP-administered social welfare payments due to not being considered as 'habitually resident' in the State.[31] BIPs can enrol in VTOS if they are in receipt of these qualifying benefits which they are, in principle, eligible for.

[1] SOLAS (2021). Eligibility for Further Education and Training for Refugees, International Protection Applicants and other non-EU/EEA/Swiss/UK Nationals living in Ireland. Retrieved from: <https://carlowinstitute.ie/wp-content/uploads/2025/02/Eligibility-for-FET-V1.0.pdf>

[2] SOLAS (2021). Eligibility for Further Education and Training for Refugees, International Protection Applicants and other non-EU/EEA/Swiss/UK Nationals living in Ireland. Retrieved from: <https://carlowinstitute.ie/wp-content/uploads/2025/02/Eligibility-for-FET-V1.0.pdf>

[3] When IPAs first became eligible for labour market access in 2018, a permission could be requested nine months after lodging the asylum application and would remain valid for six months. Since 2021, IPAs can request labour market access six months after lodging their asylum application which will be valid for 12 months.

[4] See Question 5 for further information on the ineligibility of IPAs for social welfare benefits.

[5] Correspondence with DSP, March 2025; Correspondence with Nasc, March 2025.

[6] SOLAS (2021). Eligibility for Further Education and Training for Refugees, International Protection Applicants and other non-EU/EEA/Swiss/UK Nationals living in Ireland. Retrieved from: <https://carlowinstitute.ie/wp-content/uploads/2025/02/Eligibility-for-FET-V1.0.pdf>

[7] Department of Education and Science (2000). Learning for Life. White Paper on Adult Education. Dublin.

[8] Department of Education and Science (2000). Learning for Life. White Paper on Adult Education. Dublin.

[9] DCEDIY (2019). Migrant Integration Strategy 2017-2020. Retrieved from: <https://www.gov.ie/en/publication/5a86da-the-migrant-integration-strategy-2017->

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			<p>2020/ [10] Department of Social Protection (2021). Pathways to Work Strategy 2021-2025. Retrieved from: https://www.gov.ie/en/publication/1feaf-pathways-to-work-2021/ [11] See Question 6 and Question 7 for further information on employer incentive programmes such as the JobsPlus subsidy. [12] Department of Social Protection (2021). Pathways to Work Strategy 2021-2025. Retrieved from: https://www.gov.ie/en/publication/1feaf-pathways-to-work-2021/ [13] Department of Social Protection (2019). Intreo – the public employment service. Retrieved 20 February 2025 from https://www.gov.ie/en/campaigns/fb84c0-intreo/ . [14] SOLAS (2025). Further Education and Training strategy 2025-2029. Public Consultation: January 2025. Retrieved from: https://www.solas.ie/f/70398/x/fee53f0bba/solas-fet-strategy-public-consultation-document-english.pdf [15] SOLAS (2025). Further Education and Training strategy 2025-2029. Public Consultation: January 2025. Retrieved from: https://www.solas.ie/f/70398/x/fee53f0bba/solas-fet-strategy-public-consultation-document-english.pdf [16] SOLAS (2020). Future FET: Transforming Learning. The National Further Education and Training (FET) Strategy. Retrieved from: https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf [17] Correspondence with DFHERIS, March 2025. [18] DFHERIS (2025). Public Consultation to inform the development of the Further Education and Training Strategy (2025-2029). Retrieved 20 February 2025 from: https://www.gov.ie/en/consultation/012a2-public-consultation-to-inform-the-development-of-the-further-education-and-training-strategy-2025-2029/ [19] Correspondence with DFHERIS, March 2025. [20] Correspondence with DFHERIS, March 2025. [21] Interview with Education and Training Boards Ireland, February 2025. [22] Interview with Dublin and Dun Laoghaire ETB, December 2024.</p>
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			<p>[23]FETCH (2025). Part-time FET Programmes. Retrieved 04 March 2025 from: https://www.fetchcourses.ie/courses/parttime</p> <p>[24]DDLETB (2015). Adult Education Service. Skills for Work Programme. Retrieved 20 February 2025 from: https://dublinadulthoodeducation.ie/skills-for-work-programme/#:~:text=It%20is%20aimed%20at%20people%20who%20are%20in,workers%20who%20have%20minimum%20levels%20of%20formal%20education</p> <p>[25]FETCH (2025). Part-time FET Programmes. Retrieved 04 March 2025 from: https://www.fetchcourses.ie/courses/parttime</p> <p>[26]SOLAS (2025). Skills to Advance. Retrieved 05 March 2025 from: https://www.solas.ie/programmes/skills-to-advance/</p> <p>[27]FETCH (2025). Part-time FET Programmes. Retrieved 04 March 2025 from: https://www.fetchcourses.ie/courses/parttime</p> <p>[28]FETCH (2025). Part-time FET Programmes. Retrieved 04 March 2025 from: https://www.fetchcourses.ie/courses/parttime</p> <p>[29] FETCH (2025). Full-time FET Programmes. Retrieved 10 March 2025 from: https://www.fetchcourses.ie/courses/fulltime</p> <p>[30]FETCH (2025). Full-time FET Programmes. Retrieved 10 March 2025 from: https://www.fetchcourses.ie/courses/fulltime</p> <p>[31]Correspondence with Nasc, March 2025; Interview with Education and Training Boards Ireland, February 2025. Also see Question 5 for further information on IPAs' eligibility limitations for Irish social welfare.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p>
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Yes. Evidence of national labour market demand, including labour and skills shortages, is one of several key factors informing the provision of mainstream VET programmes.[1]
In Ireland, evidence of labour market demand is primarily outlined in SOLAS' annual National Skills Bulletin.[2] The National Skills Bulletin[3] periodically examines the demand for skills at occupational level using data such as employment & unemployment, difficult-to-fill vacancies (via employer skills audits and recruitment agency surveys), online job adverts, employment permits issued to non-EEA nationals, and ETB-level training data. VET provision overall is key in helping to address issues in various sectors with persisting labour shortages which, in Ireland, concerns predominantly the healthcare, ICT and construction sectors. Demand for skills is however not confined to shortage occupations and, as such, factors other than labour shortages additionally inform the design of Ireland's VET provision.[4]
Notably, and due to the localised nature of the ETB-led provision model, VET courses are frequently additionally informed by local labour demand and the needs of local employers.[5]
There is recurring evidence of ETBs responding flexibly and swiftly to skills needs as articulated by local and regional employers.[6]

[1]Correspondence with the SLMRU at SOLAS, March 2025; Correspondence with DFHERIS, March 2025.

[2]Correspondence with the SLMRU at SOLAS, March 2025.

[3]See for instance: SOLAS (2024). National Skills Bulletin 2024. Retrieved from: <https://a.storyblok.com/f/70398/x/be80f7ad0c/national-skills-bulletin-2024.pdf>

[4]Correspondence with the SLMRU at SOLAS, March 2025.

[5]Correspondence with the SLMRU at SOLAS, March 2025; Correspondence with DFHERIS, March 2025.

[6]Correspondence with DFHERIS, March 2025.

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3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).

Yes. Most ETBs conduct a validation of prior knowledge and skills in their mainstream VET programmes, but how such validation takes place may differ significantly across localities.[1] Nevertheless, there is a process underway to streamline the so-called Recognition of Prior Learning (RPL) model across public service providers of VET. The RPL model was developed by two regional ETBs (Donegal and Limerick & Clare) and published as a toolkit in 2022.[2] RPL is a flexible assessment tool as it aims to recognize non-formal pathways to skill development including learning that takes place in the home, the workplace, and in broader societal contexts. As such, the RPL model lends itself as particularly relevant to BIP and IPA learner groups who may lack formal documentation of prior skills attainment and education levels.[3] Following publication of the toolkit, a national network was tasked to incrementally and consistently streamline the RPL approach across all 16 ETBs.[4] At the time of writing, only some ETBs make use of the specific RPL model while others rely on alternative means of validating learners' prior knowledge and skills.[5] The current FET Strategy 2020-2024 articulates that RPL ought to play a prominent role in facilitating the development of migrants' core and technical skills and their progression into FET courses or higher education.[6] General oversight and quality assurance of VET is conducted through Quality and Qualifications Ireland (QQI). The National Academic Recognition Information Centre (NARIC), hosted by QQI, provides advice, free of charge, for the recognition of qualifications.[7] Operating under the Council of Europe Lisbon Recognition Convention, NARIC provides advice on the academic recognition of a foreign qualification by comparing it to a major award type and level on the Irish NFQ, which sets these qualifications clearly in the Irish context. If a learners' qualifications are not recognised in Ireland, the local ETB can advise them on the

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			<p>process to obtain an equivalent qualification, for instance through completion of relevant VET courses on offer.[8]</p> <p>[1] Interview with Education and Training Boards Ireland, February 2025. [2] Donegal ETB (2022). Recognition of Prior Learning (RPL) Further Education and Training (FET). Toolkit for education and training providers. Retrieved from: https://library.etbi.ie/ld.php?content_id=35279306 [3] Interview with Education and Training Boards Ireland, February 2025. [4] Correspondence with DFHERIS, March 2025. [5] Interview with Education and Training Boards Ireland, February 2025. [6] SOLAS (2020). Future FET: Transforming Learning. The National Further Education and Training (FET) Strategy. Retrieved from: https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf [7] Correspondence with DFHERIS, March 2025. [8] Correspondence with DFHERIS, March 2025.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No. Ireland does not offer specific VET programmes aimed only at minor applicants or beneficiaries of international protection aged between 16 and 18 years old. However, and in line with the broader Irish model of VET provision, minor IPAs and BIPs may avail of certain mainstream education services targeting youths and young adults.[1]</p>
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'Youthreach' is Ireland's main national response to the difficulties faced by young people who have left school early.[2] It is a full-time programme, usually over two years, and aims to assist young learners in increasing their knowledge and skills required to fully participate in society and eventually access higher education, training, and employment. It typically leads to NFQ awards at levels 3 and 4. Youthreach is provided in Youthreach Centres and Centres of Education which lay under the remit of ETBs and so-called Community Training Centres.[3] Both BIPs and IPAs holding LMA permission can apply to join a Youthreach programme. In recent years the numbers of BIPs and IPAs undertaking the Youthreach programme in Youthreach centres and Community Training Centres have grown according to DFHERIS.[4]

[1] Correspondence with DFHERIS, March 2025; Interview with Education and Training Boards Ireland, February 2025.

[2] Department of Education (2024). Department of Education Inspectorate publishes thematic report on findings from evaluations of Youthreach provision. Retrieved 5 March 2025 from: <https://www.gov.ie/en/press-release/285cf-department-of-education-inspectorate-publishes-thematic-report-on-findings-from-evaluations-of-youthreach-provision/>

[3] Correspondence with DFHERIS, March 2025.

[4] Correspondence with DFHERIS, March 2025.

5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.

Yes. Generally, VET programmes are free or heavily subsidized.[1] Often, VET learners are

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already in receipt of a social welfare payment (such as unemployment benefits) and, in fact, some programmes may require participants to be on social welfare to qualify. In addition, participants may make use of training-specific allowances intended to incentivize participation and to offset additional costs. In the context of VET, three mainstream financial support instruments are thus relevant:

Social welfare payments

Many learners engaged in VET may already be in receipt of a general social welfare payment provided through DSP. The most important ones are the Jobseekers Allowance and the Jobseekers Benefit, receipt of which may be a requirement by ETBs to enrol in certain training schemes (primarily the VTOS).[2]

BIPs are eligible for social welfare payments on the same basis as Irish citizens. If social welfare receipt is pre-condition for a VET course, ETBs may be more lenient in granting access to BIPs, for instance, by not imposing conditions related to minimum time spent on the qualifying payment.[3]

IPAs are ineligible for any income support administered through the DSP apart from the Daily Expense Allowance provided to all international protection applicants in Ireland.[4] IPAs are ineligible for these payments as they are not considered as 'habitual resident' in the State under Irish law.[5]

Training allowances

Learners are additionally eligible for specific training allowances to incentivize enrolment in VET. These include mainstream schemes such as the Training Support Grant (TSG) or the Back to Education Allowance (BTEA)[6] as well as the targeted International Protection Student Scheme (IPSS). [7] The IPSS is available to BIPs and IPAs that are currently engaged in education and that have been continuously resident in Ireland for at least three years. BIPs are eligible for all mainstream training allowances but may need to demonstrate receipt

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of one of the qualifying social welfare payments.[8]
IPAs are ineligible for the mainstream training allowances and can only avail of the IPSS.[9]

Additional costs allowances
Many ETB-provided training courses offer smaller payment schemes intended to offset additional cost incurred by participation. These payments typically include meal, travel or fuel allowances and, at times, rent supplements. [10]
Both BIPs and IPAs enrolled in relevant courses are eligible for these allowances.[11]

[1] Correspondence with DFHERIS, March 2025.
[2] Correspondence with DSP, March 2025.
[3] Correspondence with Nasc, March 2025.
[4] Correspondence with DFHERIS, March 2025; and SOLAS (2021). Eligibility for Further Education and Training for Refugees, International Protection Applicants and other non-EU/EEA/Swiss/UK Nationals living in Ireland. Retrieved from: <https://carlowinstitute.ie/wp-content/uploads/2025/02/Eligibility-for-FET-V1.0.pdf>
[5] Correspondence with Nasc, March 2025.
[6] Correspondence with DFHERIS, March 2025.
[7] DFHERIS (2020). International Protection Student Scheme (for FE/HE Students) 2024/2025. Retrieved 20 February 2025 from: <https://www.gov.ie/en/service/e786a-student-support-scheme-for-asylum-seekers/>
[8] Correspondence with DFHERIS, March 2025.
[9] SOLAS (2021). Eligibility for Further Education and Training for Refugees, International Protection Applicants and other non-EU/EEA/Swiss/UK Nationals living in Ireland. Retrieved from: <https://carlowinstitute.ie/wp-content/uploads/2025/02/Eligibility-for-FET-V1.0.pdf>
[10] Correspondence with DFHERIS, March 2025.
[11] SOLAS (2021). Eligibility for Further Education and Training for Refugees, International

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			<p>Protection Applicants and other non-EU/EEA/Swiss/UK Nationals living in Ireland. Retrieved from: https://carlowinstitute.ie/wp-content/uploads/2025/02/Eligibility-for-FET-V1.0.pdf</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>No. There is no evidence of incentives offered to employers for employing IPAs or BIPs currently engaged in apprenticeships to foster on-the-job components.[1]</p> <p>[1]Correspondence with DSP, March 2025.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>Yes. Ireland offers incentives to employers for hiring jobseekers that have completed a VET programme in the form of the JobsPlus subsidy.[1] This incentive is aimed at the labour market inclusion of long-term unemployed or otherwise disadvantaged persons generally but may include BIPs and IPAs holding LMA permission where they meet all other eligibility criteria.</p> <p>JobsPlus is designed to encourage employers and businesses to focus their recruitment efforts</p>
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on those who have been out of work for long periods of time and on young people seeking employment. Employers in receipt of the subsidy are paid a monthly incentive over an 18-months period. The precise level of the grant payment - either €7,500 or €10,000 - depends on the age and precise circumstances of the jobseeker. [2]

Importantly, only those jobseekers meet the criteria for a JobsPlus subsidy that are in receipt of a qualifying social welfare payments.[3] As the programme is aimed at integrating the long-term unemployed, a qualifying period is part of the eligibility criteria and jobseekers need to have been in receipt of the payment for certain time periods (typically ranging from 4 to 12 months). BIPs are exempted from the qualifying period and are eligible for JobsPlus from the moment they begin to receive the social welfare payment. IPAs are not exempted from the above conditions and need to demonstrate receipt of a social welfare payment over the relevant period which they typically fail to qualify for as outlined in Q5.

[1]Correspondence with DSP, March 2025.

[2]Correspondence with DSP, March 2025.

[3] The precise access conditions and qualifying social welfare payments can be accessed here: Department of Social Protection (2019). JobsPlus. Retrieved 5 March 2025 from: <https://www.gov.ie/en/service/eecbb7-jobsplus/#:~:text=Jobseekers%20should%20register%20online%20here%20Employers%20should%20register,Intreo%20Centre%20or%20at%20the%20contact%20details%20below.>

8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet

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			<p>them.</p> <p>No. There is no evidence to suggest that BIP and IPA participants of VET programmes are under obligation to successfully complete the training or face sanctions in case they drop out. This is because courses are mainstream measures and enrolment is voluntary.[1] There may, however, be an indirect possibility of sanctions for those VET participants that are in receipt of the Jobseekers Allowance or the Jobseekers Benefit where recipients may be required to participate in or successfully complete a vocational training if such was agreed upon with the jobseeker's case worker.[2]</p> <p>[1]Correspondence with DFHERIS, March 2025. [2]Interview with Education and Training Boards Ireland, February 2025.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Yes. While there are no VET courses specially targeted at developing the entrepreneurial skills of BIPs and IPAs, those with access to the labour market can apply to a range of mainstream courses which develop entrepreneurial skills on the same basis as Irish citizens.[1] These are: Start Your Own Business.[2] These courses are designed to support learners through the process of starting, operating and growing a business. As such, Start Your Own Business courses equip learners with the skills and practical knowledge required to evaluate business opportunities, create business plans, undertake market analysis, and secure start-up finance. Micro-Qualifications.[3] A FET offer aimed at upskilling and futureproofing already existing</p>
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			<p>small, medium or large business under the Skills to Advance scheme. Courses are co-designed with industry stakeholders to ensure relevance to current and emerging skill needs. Micro-qualifications can cover a range of subject but frequently include sustainability, digitalisation, manufacturing, robotics, and aquaculture.</p> <p>In addition, several of the mainstream VET courses listed under Q1 can contain specific business and entrepreneurship components. This applies to the following schemes: Skills for Work, Skills to Advance, Skills to Compete and Specific Skills Training (SST). As applies to VET provision as a whole, the availability and content of business and entrepreneurship training significantly depends on the local offers at each ETB.</p> <p>[1]Correspondence with DFHERIS, March 2025. [2]Correspondence with DFHERIS, March 2025. [3]National Enterprise Hub (2025). FET Micro-Qualifications: Lean Principles & Tools. Create more value with fewer resources through Lean Practices. Retrieved 4 March 2025 from: https://www.neh.gov.ie/business-supports/fet-micro-qualifications-lean-principles-tools</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>Yes. Data on BIP and IPA participation rates in mainstream VET programmes are captured by the Programme Learner Support System (PLSS) run jointly by SOLAS and ETBI.[1] The PLSS records learner activity for each individual learner that was on course for or successfully</p>
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completed a VET programme during a given year.

According to PLSS data for the year 2024,[2] the five most prominent nationalities across all BIP and IPA learners enrolled in VET programmes were, in order of appearance:
Nigerian
Somalian,
Afghan,
Brazilian, and
Syrian.

Throughout the 2022-2024 period, the three most popular VET programmes for that group were:
Post-Leaving-Certificate/ PLC (with a total of 3947 enrolments),
Specific Skills Training (with a total of 2259 enrolments), and
Skills to Advance (with a total of 711 enrolments).

It should be noted that the above-mentioned programmes can cover a range of subjects and that, accordingly, the PLSS data does not reveal which specific sectors or industries VET training was targeted at. Further, it should be highlighted that in addition to BIPs and IPAs, the above data includes learners that reported to hold a permission to remain in Ireland on humanitarian grounds. Lastly, the data may contain duplicates of individual learners where participants have enrolled in more than one programme and thus were recorded several times.[3]

- [1] Correspondence with DFHERIS, March 2025.
[2] Correspondence with SOLAS, March 2025.
[3] Correspondence with SOLAS, March 2025.

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11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.

Consultation with stakeholders involved in the design and provision of VET in Ireland identified the following good practices:

ETBs as one-stop-shops for adult education. Several stakeholders[1] highlighted the Irish VET provision model via local ETBs as a good practice. This is, because ETBs function as one-stop-shops for adult education as a whole, rather than focusing narrowly on just vocational training. This model allows VET programmes to be integrated with other educational services, most notably language and literacy training, but - depending on local availability - equally so digital skills or cultural learning. ETBs are well-embedded within their local communities which allows for close cooperation with local employers as well as with non-governmental service providers to complement, improve, and expand VET provision.

'ESOL for work'. [2] Most ETBs offer ESOL training integrated with VET components, so-called 'ESOL for work'. These can be aimed at furthering general employability or offer training in specific subjects including but not limited to customer service, workplace safety, computer skills, childcare, or hospitality. Courses are targeted at those learners with an already existing level of English competency to enable them to progress into a professional role and to integrate in the Irish labour market.

Recognition of Prior Learning (RPL) pilot. [3] Education and Training Boards Ireland (ETBI) highlighted the RPL model as a good practice (see Question 3). As an assessment tool, the RPL model aims to flexibly recognize and validate non-formal pathways to skills development and, as such, lends itself as particularly relevant to BIP and IPA learner groups who may lack documentation of their prior education. [4] After publication of the RPL toolkit in 2022, an

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information sharing network was established that aims to mainstream the RPL model across ETBs in an effort to streamline VET service provision in Ireland.

[1] Correspondence with DFHERIS, March 2025; Correspondence with Dublin and Dun Laoghaire ETB, December 2024.

[2] Interview with Education and Training Boards Ireland, February 2025; Correspondence with Dublin and Dun Laoghaire ETB, December 2024.

[3] Interview with Education and Training Boards Ireland, February 2025.

[4] Donegal ETB (2022). Recognition of Prior Learning (RPL) Further Education and Training (FET). Toolkit for education and training providers. Retrieved from: https://library.etbi.ie/ld.php?content_id=35279306

12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.


Consultation with stakeholders involved in the design and provision of VET in Ireland identified the following three challenges:

Language ability.[1] The English language ability of BIPs or IPAs is a key challenge to their full integration into Irish society generally and the labour market specifically. In the context of VET, many courses on offer require a minimum B1 or B2 level of English in order to enrol.[2] This excludes BIP and IPA learner groups that have not yet reached an intermediate or advanced level of English.[3]

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			<p>Fragmentation of VET provision across the country.[4] The NGO Nasc highlighted that the different systems and schemes that make up VET provision in Ireland are very fragmented and can be highly confusing to navigate. ETB staff, reportedly, is often unsure which social welfare payments BIP and IPA learners are eligible for or confuse their immigration statuses and the entitlements attached to them. This confusion leads to inconsistencies in VET service provision for different groups and exacerbates fragmentation at the local level. The fragmentation can also cause further disruption to the educational paths of BIP and IPA learners where the protection process requires them to move to a new locality and the local ETB is unable to offer a continuation of previous training schemes.[5]</p> <p>Transportation.[6] Travel to and from VET classes and potential employment opportunities is a challenge for BIPs and IPAs. This is particularly the case in rural areas with poor public transport links. In some cases, to counter this challenge, ETBs have provided transport to and from classes. ETBs have also held classes in and near accommodation centres or offered online and hybrid classes. However, ETBs have highlighted the lack of accommodation provision given to suitable classroom space in state accommodation centres. In addition, ETB transport facilities are limited and the issue of BIP and IPA learners being unable to reach ETB facilities remains.[7]</p> <p>[1] Correspondence with DFHERIS, March 2025; Correspondence with Education and Training Boards Ireland, March 2025. [2] Correspondence with Education and Training Boards Ireland, March 2025. [3] Correspondence with DFHERIS, March 2025. [4] Correspondence with Nasc, March 2025. [5] Correspondence with DFHERIS, March 2025; Correspondence with Nasc, March 2025. [6] Correspondence with DFHERIS, March 2025; Correspondence with Education and Training</p>
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			<p>Boards Ireland, March 2025. [7] Correspondence with DFHERIS, March 2025.</p>
	<p>EMN NCP Italy</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>In Italy, the responsibility for vocational training lies with the Regions, while the responsibilities for education belong to the Ministry of Education and Merit (MIM). At the institutional level, the Ministry of Labor and Social Policies, the MIM, the Regions, and the Autonomous Provinces cooperate to define standards and measures concerning education and vocational training.</p> <p>Asylum seekers and beneficiaries of international protection, being holders of a residence permit that enables them to work and seek employment, can access education and vocational training organized at the national, regional, or local level under the same conditions as Italian citizens and other legally residing foreign citizens. This means they can enrol in literacy courses, vocational training, and retraining, as well as participate in internships and employment programs promoted by public and private entities.</p> <p>In Italy, vocational education and training (VET) programmes may target asylum seekers and beneficiaries of international protection and are structured at multiple levels with the involvement of various public authorities and third-sector actors.</p> <p>Responsible Authorities Ministry of Labor and Social Policies (MLPS): Coordinates funding</p>

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			<p>through national and European funds (e.g., AMIF - Asylum, Migration and Integration Fund, FSE+ - European Social Fund Plus). Ministry of Education and Merit (MIM): Oversees adult education pathways, including Provincial Centres for Adult Education (CPIA), which offer literacy and basic vocational training courses, and coordinates funding through European funds (e.g., FAMI). Regions and Autonomous Provinces: Have primary responsibility for vocational training and management of Employment Centres (CPI). They organize free or co-financed training courses to promote employment. Employment Agencies (APL) and Vocational Training Centres (CFP): Accredited by the Regions, they offer specific courses in various sectors (craftsmanship, construction, catering, agriculture, home care, etc.). Reception and Integration System (SAI): Supports access to training for beneficiaries of protection, often in collaboration with local authorities and third-sector associations. Funding Methods and Participation Costs Free: Many VET courses are completely free, funded by FSE+, AMIF, or regional funds. For example, training and employment pathways promoted nationally by the DG Migration Policies of the Ministry of Labor and implemented by its in-house entity are organized within interventions such as the PUOI PLUS and PERCORSI programmes. Other training pathways are promoted within specific Protocols with social and economic partners in sectors with labor shortages and financed through the bilateral fund system. For example, the Protocol for the socio-employment inclusion of 3,000 vulnerable migrants signed by the Ministry of Labor and Social Policies and the Ministry of the Interior with ANCE and the FORMEDIL system. Partially covered: Some courses require a small registration fee, but the cost is often covered by regional training vouchers or scholarships for people in vulnerable conditions. Admission Conditions For asylum seekers: Access to literacy, basic and vocational training courses, upon registration with Employment Centers and CPIAs (see next paragraph). For beneficiaries of international protection: They can access more advanced training pathways, including internships or apprenticeship courses, also promoted within the reception system. Italian language: A minimum level of Italian language proficiency (A1 or A2) is often required, but language courses are offered alongside technical training. Regarding</p>
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access to vocational training pathways for asylum seekers (in the absence of an internal service within first reception facilities dedicated to this purpose), they can access multiple existing opportunities at the local level. At the territorial level, municipalities have the possibility, also through access to European funds on asylum and immigration, to organize orientation and support desks aimed at foreign citizens to offer direct support and coordination of activities aimed at reception and socio-employment integration. Within these services, a job orientation service and university and vocational training are provided through individualized support in the search for job positions in the local labour market, activation of internship programmes, consultancy service on study title recognition pathways, and training orientation. Furthermore, as aforementioned, both nationally and territorially, Memorandum of understanding aimed at training and employment inclusion in specific work areas, especially in the construction and gardening sectors, are frequently activated. These Memorandum of understanding, involving various local branches of the Ministry of the Interior, municipalities, and local entrepreneurial realities, aim to train certain categories of foreigners in learning activities required in specific work sectors to facilitate the meeting between labor demand and supply and, at the same time, facilitate the social inclusion of potentially vulnerable categories. An example of these Memorandum of understanding is the one activated for the employment inclusion of 3,000 vulnerable migrants through the FORMEDIL system and Territorial Entities.

This protocol was signed by the Minister of Labor, ANCE (National Association of Construction Workers), and the trade unions CGIL, CISL, and UIL. UNHCR and ANCI collaborated in drafting the protocol, which aims to include at least 3,000 migrants, including asylum seekers and beneficiaries of international protection, temporary protection, special protection, and UAMs. FORMEDIL and the territorial entity system will guide migrants through dedicated training courses and field experiences through internships, based on the services of the National Construction Job Exchange (BLEN.it). Beneficiaries are selected from those residing in both CAS and SAI.

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			<p>As for the beneficiaries of national and international protection hosted in secondary reception system, among the various services offered are the drafting of a personalized integration plan based on the individual's skills, vocational training and retraining, support for access to vocational training courses, guidance and support for job placement, and the provision of Italian language courses. Regarding vocational training and retraining, local entities managing reception and integration centers (SAI) are required to provide tools to enhance the individual background, taking into account the beneficiaries' expectations (curriculum vitae, assessments, skill certifications, etc.); guide and accompany beneficiaries in vocational training and retraining (courses, training internships, etc.) to facilitate skill acquisition; facilitate the recognition of educational and professional qualifications and promote access to university education.</p> <p>In relation to guidance and support for job placement, entities provide information on Italian labor legislation, guide beneficiaries to employment services available in the area, and support job placement activities, facilitating it in protected environments when personal data or conditions of vulnerability, permanent or temporary, require it. Learning the Italian language is part of the integration process and, therefore, basic language proficiency is a priority objective of the reception project. The project must ensure beneficiaries have access to Italian language courses for a minimum of 15 hours per week. Another important activity involves mapping the Italian courses offered in the area. Linguistic-social training services are very diverse in terms of the entities providing them (CPIAs - Provincial Centers for Adult Education, third sector, educational institutions, etc.) and the methods and users involved. Local entities also facilitate access to training and orientation internships through which the foundations for mutual understanding between potential workers and companies are laid, leading to the transformation of the intern-company relationship into an actual employment contract, through an apprenticeship contract for minors at least 16 years old or through other types of contracts for adult beneficiaries.</p>
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2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?

Yes, Italian public authorities offer Vocational Education and Training (VET) programmes to asylum seekers and beneficiaries of international protection in response to labour market shortages.

For example, since 2023, thanks to an agreement between the Ministries of the Interior and Labor and social partners in the construction sector, construction schools in over 40 Italian provinces have been training vulnerable migrants hosted in the reception system, who are then placed in jobs through internships in companies. This collaboration, based on skill creation, addresses the need for autonomy of individuals and the labour demand boosted by PNRR construction sites and state incentives. Additionally, within the PUOI PLUS and PERCORSI programmes, promoted by the Ministry of Labor and Social Policies and implemented by its in-house entity, funded by European AMIF and FSE funds, funded training entities carry out employment pathways through professional internships in various sectors with labour shortages (social-health sector; tourism-hospitality and catering; construction sector; logistics and manufacturing).

3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).

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			<p>Yes, in Italy there are various experiences of making previous skills transparent for asylum seekers and beneficiaries of international protection before accessing a Vocational Education and Training (VET) programme.</p> <p>Process of validating previous skills Italian public authorities offer tools for the recognition, validation, and certification of skills acquired in formal, non-formal, and informal education pathways. This process takes place through:</p> <p>Provincial Centres for Adult Education (CPIAs) They assess language and basic skills for access to training pathways. Employment Centres (CPI), Regional Employment Services, and training entities accredited and authorized at the regional level They conduct skills assessments to identify previous experiences, technical and professional skills. They offer guidance services to direct candidates towards the most suitable training pathways. Italian legislation also provides that holders of international protection (refugee status or subsidiary protection) enjoy the same rights as Italian citizens regarding the recognition of diplomas, certificates, and other foreign qualifications. In particular, Article 26 of Legislative Decree 251/2007, amended by Legislative Decree 18/2014, establishes that holders of refugee status or subsidiary protection are subject to the provisions concerning the recognition of diplomas, certificates, and other foreign qualifications provided for Italian citizens; competent administrations must identify appropriate systems of evaluation, validation, and accreditation that allow the recognition of qualifications, even in the absence of certification from the state where the qualification was obtained, if the individual demonstrates the impossibility of acquiring such certification. CIMEA, through its service for attestation and certification of foreign qualifications - Diplome - produces free "Certificates of Comparability" of foreign qualifications for people with refugee status, holders of subsidiary or international protection. Additionally, CIMEA activated in 2017</p>
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			<p>the procedure of the Academic Pass of Refugee Qualifications, which through the development of an innovative recognition procedure allows the evaluation of qualifications of holders of international protection even in cases of fragmented or completely absent documentation. Currently active in Italy is the EQPR project, which should be considered in case of the need to evaluate refugee qualifications with scarce or absent documentation.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>Yes, Italian public authorities offer Vocational Education and Training (VET) programmes accessible to minor asylum seekers and beneficiaries of international protection aged between 16 and 18 years old.</p> <p>Conditions for access to VET programmes for minors Foreign minors, including asylum seekers and holders of international protection, access education and training pathways under the same conditions as other minors in Italy. Access to vocational training is regulated by compulsory schooling and training, which includes: Compulsory education up to 16 years: minors must complete a basic education cycle before they can access vocational training. Compulsory training up to 18 years: young people who do not continue in higher education must access vocational education and training (IeFP) pathways mainly organized by the Regions.</p> <p>If minors do not meet the minimum education requirements, they are first placed in ordinary</p>
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			<p>education pathways (secondary schools or CPIAs for basic skills recovery) and subsequently in vocational training.</p> <p>Objectives of VET programmes for minors Vocational training pathways for minors aim to: Ensure socio-educational inclusion: through personalized pathways that include language training, integration support, and transversal skills. Facilitate access to the labour market: by offering recognized professional qualifications in sectors with high labor demand.</p> <p>Support the transition to adulthood: by providing professional skills and personal autonomy, favouring entry into the workforce or apprenticeship pathways. Regions and Vocational Training Centers (CFP) offer VET courses for minors in strategic sectors such as catering, construction, mechanics, personal care, craftsmanship, and logistics, often with internships and apprenticeships in companies to facilitate the transition to work.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>YES, Italy provides incentives and support to facilitate the access of asylum seekers and beneficiaries of international protection to VET programmes, through AMIF and FSE+ funding managed by the Ministry of Labor and Social Policies or the Regions. Main support measures: Monthly attendance allowances: financial contributions to encourage participation in</p>
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			<p>courses. Coverage of transportation costs: reimbursements or free public transport passes. Family-training reconciliation: childcare vouchers. Active programmes: PUOI PLUS (AMIF-FSE+): paid internships and economic support. Garanzia Giovani (FSE+): training, apprenticeships, and internships with allowances. Regional programmes (FSE+ - PNRR): training vouchers and economic support. Local protocols of understanding involving the territorial branches of the Ministry of the Interior, the managing entities of reception centres, local authorities, productive realities, and training entities may provide for the coverage of participation costs in training activities (in addition to the coverage of mandatory insurance costs and the provision of equipment and accident prevention devices in the workplace).</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>YES, in Italy there are incentives for employers who hire asylum seekers and beneficiaries of international protection in apprenticeships or extracurricular internships within VET programs, although in limited and specific forms. The incentives mainly consist of allowances for company tutors in extracurricular internships and tax relief for hiring, occasionally introduced in Budget Laws. These measures, funded by national and European funds, are not structural but are activated based on market needs to promote labor integration.</p> <p>Local protocols of understanding involving the territorial branches of the Ministry of the Interior, the managing entities of reception centres, local authorities, productive realities, and training entities may provide for the coverage of participation costs in training activities (in addition to the coverage of mandatory insurance costs and the provision of equipment and accident prevention devices in the workplace).</p>
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7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.

YES, in Italy there are incentives for employers who hire asylum seekers and beneficiaries of international protection in apprenticeships or extracurricular internships within VET programs, although in limited and specific forms. The incentives mainly consist of allowances for company tutors in extracurricular internships and tax relief for hiring, occasionally introduced in Budget Laws. These measures, funded by national and European funds, are not structural but are activated based on market needs to promote labor integration.

8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.

YES, Italy imposes obligations on asylum seekers and beneficiaries of international protection who participate in Vocational Education and Training (VET) programmes, with conditions related to attendance and duration.

For example, in the PUOI PLUS programme (AMIF-FSE+), participants in internships receive a monthly allowance for up to six months, provided they attend at least 70% of the scheduled hours each month. Failure to meet this threshold results in the suspension of the allowance and, in case of early termination, the inability to activate a new training pathway for the same recipient.

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			<p>These constraints ensure the serious commitment of participants and optimize the use of public resources, ensuring that funds are allocated to training pathways that are actually completed.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>YES, in Italy, public authorities offer training courses on entrepreneurial skills and starting a business for beneficiaries of international protection as part of some Vocational Education and Training (VET) programmes organized by the Regions.</p> <p>These courses, funded by national funds or European FSE+ and AMIF funds, are often integrated into regional training pathways and aim to provide skills in:</p> <p>Business creation and self-employment, with modules on business planning, access to credit, and business management.</p> <p>Fiscal and administrative aspects, including opening a VAT number, tax declarations, and regulatory compliance.</p> <p>Financial management and marketing, focusing on accounting, digital tools, and promotion strategies.</p> <p>The Chambers of Commerce, Employment Centres, and some co-financed projects also support beneficiaries of international protection with mentorship and entrepreneurial guidance, promoting economic integration and self-employment.</p>
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			<p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>YES, in Italy there is not yet a disaggregated data exclusively for asylum seekers and holders of international protection, as Vocational Education and Training (VET) pathways are varied and mainly managed at the regional level. However, it is possible to refer to some significant data related to national programmes promoted by the Directorate General of Migration Policies of the Ministry of Labor.</p> <p>From 2019 to 2023, the PUOI programme involved about 3,000 asylum seekers and holders of international protection. Additionally, the PERCORSI project, active from 2016 to 2023, reached a similar number of participants, 42% of whom were asylum seekers. These data provide an estimate of the impact of socio-employment integration measures for vulnerable migrants, although there is not yet a systematic survey exclusively dedicated to beneficiaries of international protection in VET programmes.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>Through the national programmes promoted by the Directorate General for Migration Policies of the Ministry of Labour, from 2019 to 2023, the PUOI programme involved about 3,000 asylum seekers and holders of international protection. Additionally, the PERCORSI project, active from 2016 to 2023, reached a similar number of participants, 42% of whom were</p>
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			<p>asylum seekers.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>In Italy, the main challenges in providing Vocational Education and Training (VET) to asylum seekers and beneficiaries of international protection concern several critical aspects. One of the main difficulties is represented by language barriers, which hinder participation in courses, especially when integrated Italian language learning pathways are not provided. Additionally, the lack of adequately trained trainers in intercultural contexts limits the effectiveness of teaching, as teachers and company tutors do not always receive specific training on cultural sensitivity, migration trauma, and the most suitable teaching methodologies for this target group. Finally, the inconsistency in regional management and the difficulties in accessing training pathways represent another obstacle. Since training policies are the responsibility of the Regions, the availability of VET courses varies significantly across the territory, creating disparities in access opportunities. Furthermore, bureaucratic procedures for recognizing previous skills can further complicate the integration process for beneficiaries of international protection.</p>
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 EMN NCP Latvia	Yes	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>In Latvia applicants and/or beneficiaries of international protection can participate in 3 types of VET.</p> <p>The first one is as part of formal education system provided by educational institutions providing vocational secondary education (from age 16), vocational training (from age 16) and vocational higher education (from age 18). The learning period is from 1 to 3 years. If it is State`s education institution or regional education authority then the participation is free of charge. It is important to mention that this is mainstream education and the conditions of admission are the same as for citizens of Latvia.</p> <p>The second type is vocational training for registered job seekers or unemployed persons provided by different programmes supervised and organized by the State Employment Agency. VET is implemented as continuing vocational education programmes* or professional development programmes**. The conditions of admission are different depending on the selected education programme. For example, https://www.nva.gov.lv/lv/jaunums/nva-atsak-registreto-klientu-pieteiksanos-profesionalas-un-neformalas-izglitibas-programmu-apguvei-ar-kuponu-metodi The participation is free of charge. The programmes are implemented as part of projects with financial support of the European Union Recovery Fund.</p> <p>*continuing vocational training programmes lead to professional qualifications After completing the programme, the unemployed person takes a vocational qualification examination. An unemployed person who has passed the vocational qualification examination</p>
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			<p>shall be issued with a vocational qualification certificate.</p> <p>** professional development education programmes give the opportunity to develop professional skills and acquire systematic professional knowledge and skills that meet the changing demands of the labour market. An unemployed person who has completed a professional development programme is issued with a certificate of professional development education.</p> <p>The third type is as a project supervised by the Ministry of Education - training for employees "Support for adult learning based on individual needs" (STARS) started from January, 2024. More information can be found https://stars.gov.lv/macibas-nodarbinatajiem-mn-projekti</p> <p>This is a project administered by the National Agency for Educational Development and was launched on 2 January 2024. It aims to improve the skills of employed persons and to acquire or retrain professional qualifications in order to improve the quality and capacity of the workforce, to improve the professional competence of employed persons in line with the needs of the labour market, to promote the ability of employed persons to adapt more effectively to changing working conditions, thus ensuring the sustainability of employed persons in the labour market. training for employees. The project implemented with support of the European Union Social Fund. Target group is persons from age 18 and also working seniors with completed or incomplete education, including primary, general secondary, vocational or higher education and young parents on parental leave and in employment. In this project beneficiaries of international protection are in priority group. The participation is free of charge.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes</p>
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are currently in highest demand in the labour market?

Yes.

The areas of training and professions in which training of the unemployed and jobseekers is necessary according to labour market demand and forecasts for the development of economic sectors are determined by a commission established by the Ministry of Economics. Every two years, the Ministry of Economics presents medium and long-term labour market forecasts. The latest data - labour market projections for the medium-term period to 2030 and the long-term period to 2040 - are based on structural policy assumptions derived from the policy objectives set out in Latvia's medium- and long-term planning documents.

As regards labour demand in the medium term, the main drivers will be the construction sector, professional and scientific-technical services, ICT, public administration and defence. Vocational and vocational secondary education will be dominated by mechanical and metal engineering, construction and civil engineering, as well as mechanical engineering. The education programmes available on the STARS platform (mentioned in Q1) offer vocational training and professional skills development in the following sectors of the economy:

- Construction and Property Management,
- Printing and Media Technology,
- Electronic and optical equipment manufacturing, information and communication technologies,
- Energy,
- Wood industry,
- Metal, mechanical and plant engineering,
- Health and Social Care.

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3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).

Yes.

Each educational institution assesses the eligibility of a person individually. An applicant and/or beneficiary of international protection is subject to the same admission conditions as other students.

4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.

Yes there are vocational education programmes available from age 16. Mainly in all formal education programmes ask for official proof of primary education. The educational institution organises entrance examinations, which may consist of a competition for the results contained in the person's previous educational record or a test of previous professional knowledge and skills.

The transition to adulthood in this context is supported by internship during which - develops an understanding of the chosen profession and prepares for real working conditions, - skills are acquired for jobs in the profession, - scholarships may be paid, - free transport and meals may be provided, - valuable professional contacts made.

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5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.

Yes.

On 19 December 2024, the Cabinet of Ministers Regulation No 818 of 17 December 2024 "Regulations on Scholarships" entered into force. The rules stipulate that a student who is studying a professional primary education, vocational education or professional secondary education programme full-time at a vocational/ professional education institution can receive a monthly grant from the scholarship fund. The amount of the scholarship depends on the learning results and other criteria, including activity in the social life of the vocational training establishment. Young people can benefit from an increased monthly stipend of up to €150 per month.

Also the participants of project type programmes may receive a financial support. The following support is available for people participating in the programmes of the project "Support for adult learning based on individual needs":

- support for regional mobility, providing reimbursement of transport costs for journeys from the declared place of residence or place of work to and from the place of training or traineeship, according to the duration of the training or traineeship, for employees representing a household with low-income or deprived household status, employees with a low level of education, and refugees and persons with subsidiary status;
- support for the reimbursement of the costs of renting accommodation or living in a dormitory for the purpose of continuing vocational training in accordance with the duration of training for employees representing a household with low-income or deprived household status, employees with a low level of education, as well as refugees and persons with an

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			<p>alternative status; - support for the provision of childcare services for children up to the age of seven years, in accordance with the duration of training, for employees representing a large family or a household with low-income or deprived household status, as well as for refugees and persons with an alternative status.</p> <p>Unemployed people or job seekers participating in continuing vocational training or professional development programmes organised by the State Employment Agency receive a scholarship of EUR 5 per day of training. There is also the possibility, under certain conditions, to cover - transport costs for travelling between the declared place of residence and the place of continuing vocational training and professional development education (up to a maximum of €10 per day); - reimbursement of accommodation or dormitory expenses up to EUR 200 per month (including transport costs for one journey per month from the declared place of residence to the place of training/apprenticeship and back).</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>The incentives are not linked to persons as applicants and/or beneficiaries of international protection. The State Employment Agency (SEA) offers training on employer's request and training with employer. These training programmes are available for registered unemployed persons.</p> <p>The training on employer`s request means that the SEA organizes training for unemployed persons if the employer submits a written request for training to the SEA. In this case the</p>
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employer undertakes to employ the unemployed person for at least three months after the completion of the training. If the unemployed person is not hired after completing the training without a justifiable reason, the employer reimburses the funds used to cover the training costs to the SEA.

Employer benefits:

- The employer participates in the selection of the unemployed and chooses candidates who meet its requirements for the training.
- The employer, in cooperation with the SEA, chooses the educational institution that will carry out the training, either independently or from the SEA offer.
- The employer has the possibility to develop a new training programme in cooperation with the educational establishment, which is tailored to the specific needs of the enterprise.
- During the continuing vocational training programmes, the employer may provide the unemployed with the qualification practice required by the programme to acquire the necessary skills for the specific workplace.
- The SEA covers all costs related to the training.
- The employer receives qualified employees prepared for the specifics of the enterprise.

Training`s with the employer aim is to provide the practical training needed by the employer in a specific occupation by organizing training at the employer's premises. The training duration is 3 months. Financial support to employers during the implementation of the training:

- Subsidy for the client's wage 60% of the national minimum monthly wage;
- Grant for the remuneration of the work supervisor of EUR 10 per day of work supervision.
- A one-off grant for the purchase of personal protective equipment, as required by the legislation, at the start of work, up to a maximum of EUR 100.


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			<p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>Yes.</p> <p>Rules for programmes implemented by the State Employment Agency - If the unemployed person stops participating in the training without justifiable reasons, or if the unemployed person fails to pass the examination or final test within 90 days after the completion of the training without justifiable reasons, the unemployed person is obliged to reimburse to the State Employment Agency the entire grant received during the training.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No.</p>
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			<p>Such information is not collected. It may depend on the programme the person has chosen to acquire at the education institution.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>According to available statistics there are no applicants and/or beneficiaries of international protection who have participated in VET programmes.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>The State Employment Agency implements a project "Support for the assessment of professional competence" that is partially financed by the European Social fund. By applying to this measure it gives the unemployed persons the opportunity to demonstrate the professional competences they have acquired during their lifetime and to obtain a nationally recognised professional qualification by passing a professional qualification examination.</p> <p>The measure provides the unemployed with the opportunity to receive a financial reward for the assessment of professional competences acquired outside the formal education system as it is usually a paid service. The assessment of the unemployed person's professional competences acquired outside the formal education system is based on the requirements of</p>
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			<p>the relevant occupational standard in a vocational qualification examination. The assessment of the unemployed person's professional competence shall be carried out by accredited educational institutions or accredited examination centres.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>The main challenge is language barrier as VET programmes are delivered in the Latvian language because the groups are together with latvian students. The other challenge is about the origin of documents applicants` and/or beneficiaries` of international protection origin of previously acquired education or skills. It is not always possible to present necessary proof of previous education as it is required in the conditions of admission to VET.</p>
	<p>EMN NCP Lithuania</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>Under Lithuania's national education system, vocational education and training programs are not available to adult applicants of international protection, while minors are entitled to enroll. Foreign nationals granted international protection have the right to participate in vocational</p>

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			<p>training under the same conditions as Lithuanian citizens. The Employment Service under the Ministry of Social Security and Labor funds vocational training and apprenticeships, offering financial support such as stipends, reimbursement for travel to the nearest training provider, and coverage of expenses related to mandatory health check-ups and vaccinations against infectious diseases.</p> <p>Participation in these programs requires individuals to enter into either a trilateral or bilateral agreement with the Employment Service:</p> <p>Trilateral Agreement: The Employment Service finances the vocational training, and the prospective employer commits to hiring the participant in a position corresponding to the acquired qualification or competence for a minimum of six months. The participant agrees to accept employment with the specified employer and remain in the position for at least six months.</p> <p>Bilateral Agreement: The Employment Service finances the vocational training, and upon completion, the participant commits to securing employment - either through a position suggested by the Employment Service, one they find independently, or by starting self-employment - aligned with the acquired qualification or competence, and to remain employed for a minimum of six months.</p> <p>It is important to note that bilateral agreements for training in formal and non-formal vocational programs are established based on labor market forecasts identifying in-demand professions.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p>
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			<p>In Lithuania, vocational training programs are designed in response to labor market demand, as defined by the order of the Director of the Employment Service under the Ministry of Social Security and Labor (No. V-230, issued on July 29, 2022), which approves the list of in-demand professions identified through labor market forecasts. However, there are currently no vocational training programs specifically tailored for beneficiaries of international protection.</p> <p>In-Demand Professions Acquired Through Participation in Formal and Non-Formal Vocational Training Programs</p> <p>CabinetmakerFurniture UpholstererConcrete WorkerPainterElectricianBaker, ConfectionerForklift OperatorWood Processing Machine OperatorMotor Vehicle Driver for Freight and/or Passenger TransportBricklayerSalespersonTile InstallerTeacher’s AssistantWarehouse OperatorPlumberTailorPersonal Care WorkerNurse AssistantCarpenter- JoinerWelderPlasterer-FinisherCookRoad WorkerStructural AssemblerScaffolderMetalworking Machine OperatorFacade Insulator</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>Yes, the previously acquired knowledge, skills, and/or competencies of persons granted asylum may be evaluated. This evaluation process follows the same procedures as for Lithuanian citizens, in accordance with the regulations outlined in the Procedure for Admission to Vocational Education Institutions and Other State or Municipal Educational Establishments. Applicants who have obtained their education through foreign educational systems must submit a copy of the document certifying their academic achievements, along with a copy of the document from the Centre for Quality Assessment in Higher Education confirming the</p>
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			<p>evaluation of their learning outcomes and their equivalence to the corresponding qualifications recognized in Lithuania, provided the education is equivalent to secondary education. For applicants seeking recognition of learning achievements at the primary education level, the evaluation is conducted by the vocational education institution offering the relevant general education program, at the applicant's request, with guidance from the Centre for Quality Assessment in Higher Education, if necessary.</p> <p>If a foreigner lacks educational documentation, the vocational training institution assesses their readiness to participate in the chosen vocational program.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No, there are no specialized vocational education and training programs tailored specifically for minor applicants or beneficiaries of international protection aged 16 to 18. While they are eligible to participate in general vocational training and education programs, no targeted measures have been introduced to facilitate their access or support their transition to adulthood within the vocational education system.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes,</p>
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			<p>please describe them in more detail.</p> <p>No, however, individuals granted asylum, under the same conditions as Lithuanian citizens, may be eligible for coverage of their travel expenses and stipends, depending on the specific vocational training programs and their respective conditions.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>No.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p>
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			<p>No.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Irregularly. Such training programs are occasionally included in projects funded by the European Social Fund (ESF) or the Asylum, Migration, and Integration Fund (AMIF). For instance, in the implementation of projects funded by the AMIF, such as the "Reception and Early Integration of Refugees from Ukraine," municipal administrations submitted proposals for training and courses designed to familiarize participants with the Lithuanian legal, social security, education, and labor systems. These projects also financed education and training initiatives aimed at easing labor market integration, such as vocational guidance and counseling, promoting entrepreneurship, and enhancing personal competencies (e.g., motivation, communication skills, self-presentation to employers, etc.). The projects engaged not only beneficiaries of temporary protection but also individuals granted international protection.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p>
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			<p>Currently, no data or reports are available regarding the participation of individuals with refugee or subsidiary protection status in vocational training programs, as such information has not been collected or tracked.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>On February 26, 2025, the Qualifications and Vocational Education and Training Development Centre (a public institution under the Ministry of Education, Science and Sport, responsible for providing informational, expert, consultative, and professional development support to educational providers, education support institutions, and education management bodies, while also implementing national policies for the development of vocational education and lifelong learning systems) launched the project "Enhancing Access to Vocational Training for Third-Country Nationals." The primary objective of this initiative is to increase the accessibility and inclusiveness of vocational education, ensuring the delivery of high-quality training and related services to third-country nationals, thereby fostering their successful integration into the labor market.</p> <p>The project is set to achieve the following:</p> <ul style="list-style-type: none">The development of a comprehensive methodological guide for vocational education institutions on the integration of third-country nationals;The design of qualification improvement programs for vocational educators and staff, aimed at enhancing their competencies in teaching third-country nationals;The training of vocational teachers and staff on inclusive teaching practices in vocational education;The adaptation of 10 informal vocational training programs specifically tailored for third-
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			<p>country nationals; The practical testing of 5 customized informal vocational training programs for third-country nationals.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>Key challenges include:</p> <p>Limited institutional capacity. Lithuania's vocational education system has traditionally been designed to meet the needs of the local population, resulting in a lack of resources, infrastructure, and expertise to adequately support third-country nationals, including those granted international protection. Vocational institutions are not equipped with the necessary frameworks to address the diverse professional needs of these groups, making it difficult to offer effective training.</p> <p>Language and cultural barriers. A key challenge for beneficiaries of international protection is the language barrier, as many individuals from this group are not proficient in Lithuanian. The existing curricula are not sufficiently designed to accommodate the diverse linguistic and cultural backgrounds of these learners. These challenges undermine the effectiveness of vocational training programs and impede the successful integration of these individuals into the labor market and broader society.</p>
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	<p>EMN NCP Luxembourg</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>There are no public vocational education and training programmes specifically aimed at applicants and/or beneficiaries of international protection. However, it should be noted that applicants for international protection (AIPs) and beneficiaries of international protection (BIPs) are subject to the general regime governing vocational education and training in Luxembourg.</p> <p>According to Article 7 of the amended Law of 18 December 2015 on the reception of applicants for international protection and temporary protection (Reception Law), AIPs have access to vocational training in accordance with the provisions of the amended Law of 19 December 2008 reforming vocational training.</p> <p>With regard to BIPs, Article 59 (2) of the amended Law of 18 December 2015 on international protection and temporary protection (Asylum Law) states that activities such as employment-related training opportunities for adults, vocational training, including training to improve skills, practical experience in the workplace and counselling services provided by the employment agency are offered to beneficiaries of international protection under conditions equivalent to those applicable to Luxembourg nationals.</p> <p>Individuals in Luxembourg can either apply for an initial apprenticeship or choose between several learning paths^[1] within adult education.</p>
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			<p>In Luxembourg, vocational training[2] involves an apprenticeship that consists of: periods of in-school training to acquire specific knowledge on the trade or profession to be learnt; periods of practical training in the workplace (organised under an apprenticeship contract) by a training company, aimed at helping the apprentice acquire the skills of their chosen trade or profession. Apprenticeship contracts signed by the apprentice and the employer under the authority of the relevant professional chambers, are used to prepare for various diplomas:</p> <p>Technician's diploma (DT); the vocational aptitude diploma (DAP); the certificate of professional competence (CCP).[3]</p> <p>There are two forms of apprenticeships : Initial apprenticeship and apprenticeship for adults.[4]</p> <p>Responsible authority</p> <p>The responsible public authority is the Ministry of Education, Children and Youth (MENEJ), but other bodies such as the Career Guidance Department (Service d'orientation professionnelle) of the National Employment Administration (Agence pour le développement de l'emploi - ADEM) can help with choosing the apprenticeship that fits best and with finding an apprenticeship position. The ADEM Career Guidance Department receives regularly vacant offers by employers, which the department forwards to the registered apprentices. On the basis of the declaration of an apprenticeship position, the ADEM Career Guidance Department will provide the documents needed to conclude the apprenticeship contract. The apprenticeship contract is signed between the prospective apprentice and the employer under the supervision of the competent professional chambers.[5]</p> <p>The Ministry of Ministry of Education, Children and Youth and the professional chambers offer a large number of training courses under apprenticeship contracts for adults. The ADEM Career Guidance Department ADEM-OP provides support, information and guidance on adult</p>
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			<p>apprenticeships.</p> <p>Initial apprenticeship : Minors aged 15 or over and at the end of their third year of high school, in possession of a promotion decision from a Lycée (high school) or an equivalence certificate from the Ministry of National Education, Children and Youth (MENEJ), are eligible for an apprenticeship.[6]</p> <p>Apprenticeship for adults : Apprenticeship for adults enables adult learners to acquire, complete or complement professional training through the work-study apprenticeship system.[7]</p> <p>Adults must fulfil the following requirements in order to be eligible for an apprenticeship for adults: be at least 18 years of age on 1 September of the year of registration;have been out of the initial school system for at least 12 months;not have been bound by an apprenticeship contract for initial training for at least 12 months. Exemptions may be granted by the Commission governing access to adult apprenticeships for holders of: a CCP who wish to obtain a DAP in the same field of specialty;a DAP who wish to obtain a DT in the same field of specialty;a CCP, DAP or DT who wish to acquire a DAP or a DT in a complementary field;have been registered with the Joint Social Security Centre (Centre Commun de la Sécurité Sociale – CCSS) for at least 12 months (consecutive or otherwise) and for at least 16 hours per week;have filed an application for an "adult apprenticeship" with the Career Guidance Department (Service d'orientation professionnelle) of the ADEM, between 2 May and 15 September of the year of registration.</p> <p>As an apprenticeship for adults is considered as a working relationship, applicants for international protection have to request a temporary work permit (Autorisation d'occupation temporaire - AOT)[8]. BIPs are not subject to the obligation to obtain an AOT. Any AOT</p>
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			<p>request must be accompanied by the following documents: a copy (both sides) of the certificate of application for international protection; the CV of the person concerned; a letter explaining and justifying the employment of the applicant by the employer; where applicable, a certified copy of the original of certificates proving the professional qualifications of the worker; an affiliation certificate of the Joint Centre for Social Security (only in case of a renewal of the "AOT") a written approval by the adult apprenticeship commission the apprenticeship declaration (déclaration de poste d'apprentissage), registered with the career guidance department. The last two documents listed are required only for an application for an AOT before the apprenticeship has started. When renewing an AOT for an apprenticeship in progress, a copy of the apprenticeship contract replaces these two documents. The prerequisite is that the AOT to be renewed was approved on the basis of the same apprenticeship.</p> <p>Access to adult education</p> <p>There exists also the possibility to enrol in a back-to-education programme (2e voie de qualification). A variety of courses are offered according to the needs of the learners in the form of daytime, evening, blended learning, or e-learning courses.</p> <p>These classes of pre-vocational training that target adults who have not reached the level required to enrol in a 5th year high school class.</p> <p>The modular organisation allows each learner to progress at his or her own pace. Depending on the number of modules successfully completed, the learner may have access to the CCP or DAP (A, B and C) or to a 5th year transition class. The modular system also allows learners to be admitted during the school year.</p> <p>The 5th year transition classes give access to secondary education and vocational training. These classes are intended for adults not having reached the required level of 5th year classes (meaning 3 years of secondary education) to be able to pursue their professional and personal</p>
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			<p>projects. This also applies to people with an immigration background who do not have a recognised level of education, or the language skills required to access the Luxembourg school system. A range of classes are available:</p> <p>5e d'adaptation (5th year adaptation class) 5e d'adaptation francophone (5th year adaptation class, taught in French) 5e générale (general secondary education) 5e générale francophone (general secondary education, taught in French only)</p> <p>AIPs often need one to two years of preparation in special classes or schools, such as the Integration Classes for young adults (Classes d'intégration Jeunes Adultes - CLIJA). Young AIPs (up to 22 years) have the possibility to integrate an Integration Class for young adults to validate educational qualifications and language requirements before being guided towards general, other pre-vocational classes preparing to some professions or VET streams.</p> <p>Supportive projects by civil society organisations: Some programmes/projects aimed at integrating newcomers, AIPs and BIPs into the labour market, but these are primarily based on language acquisition and familiarizing them with the local working environment (see answer to question 5).</p> <p>Lët'z Work! initiated by Luxembourg Red Cross and co-financed by the European Social Found (ESF+). This project aims to increase the employability of AIPs by providing them with the means to:</p> <p>maintain or acquire the skills needed to find a job understand the Luxembourg labour market adapting to change. To achieve this objective, the Red Cross will focus on:</p> <p>Group workshops; Individual monitoring of participants through a skills assessment and regular meetings; The creation of a mentoring programme; Finding partner companies.</p> <p>The project Intègr'Emploi of the association EFID (which aims to increase the employability of beneficiaries of REVIS (Social Inclusion Income) for which BIPs are eligible, also cofinanced by the ESF+. The project offers:</p>
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			<p>individual orientation and assessment sessions for each participant at the beginning and end of the programme, providing personalised support and monitoring of progress.30 hours of job-oriented language training4-hour workshop on workplace culture, norms, expectations</p> <p>The project "Accompagnement personnalisé pour l'emploi dans les structures d'accueil" (Individual support for employment in reception structures, APES) of the association Coopération Nord – Sud, which is financed by AMIF. This 2-year (01/2024 – 12/2025) project intends to empower AIPs, BIPs, and BTPs by providing individual support for employment through the development of a personal professional project, good basic training, and acquisition of initial professional experience on the Luxembourg job market. This project has five stages:</p> <p>Individual professional project: written document that includes a skills assessment, one or more professional objectives and finally a strategy with a concrete action plan (training included) to achieve the short and long-term professional objectives.</p> <p>Basic training: Labour law and functioning of the labour market in Luxembourg (ADEM)Temporary work in Luxembourg (Randstad Luxembourg)Digital citizenship training (CLAE) (Internetführerschäin; @Job Search Support; Internetstuff)Training offered to young participants (SNJ) (Four-week discovery internships in companies; Voluntary Service (3 to 12-month internships in associations or municipalities); Workshops (5-hour craft experiences per day for one year); Training to develop social skills and to prepare for certain professions)Job interview training</p> <p>Individual training: These training courses aim to provide specific professional skills to implement the personal project (Chamber of Trades; Luxembourg Lifelong Learning Centre).</p> <p>CV and cover letter: Participants are supported with writing their CV and cover letter, which are not only necessary for finding a job but also for related administrative requests (recognition of skills or diplomas with the competent administrations; registration for a specific training course; application for a state or municipal service; AOT; etc.).</p> <p>Mentoring: Each participant is supported by a mentor who has extensive professional experience in Luxembourg.</p> <p>Finally, the Coopération Nord – Sud has a network of partner companies that are interested in</p>
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implementing their CSR (Corporate Social Responsibility) policy. These companies advise the Coopération Nord – Sud on the needs of employers and the skills required on the job market and help with identifying of key training courses, involve their employees in the Mentoring program, and they offer internships or jobs to participants.[9]

[1] Adult education options:
back to education options ("2e voie de qualification") which grants access to official diplomas and training programmes to adult learners and early school-leavers (this includes vocational training and apprenticeships); basic education to improve writing, reading and numeracy skills; general interest courses for adults.<https://men.public.lu/en/systeme-educatif/formation-adultes.html>

[2] Vocational training can take the form of:
concurrent education (régime concomitant): part of the vocational training takes place in a training organisation (under a vocational training contract), the other part (one to three days a week) takes place in a secondary school; mixed education (régime mixte): apprentices attend vocational classes in a secondary school on a full-time basis for one year; after that, they complete the rest of their training in the form of concurrent education; full-time education (régime à plein temps): the training takes place in a secondary school with internship periods of at least 12 weeks (under an internship contract).<https://men.public.lu/en/systeme-educatif/professionnel/initiale/organisation.html>

[3] <https://guichet.public.lu/en/entreprises/ressources-humaines/contrat-convention/jeunes-actifs/apprentissage.html>

[4] <https://guichet.public.lu/en/citoyens/travail/conditions-travail/contrat-jeunes-actifs/contrat-apprentissage.html>

[5] <https://adem.public.lu/de/orientation-professionnelle/apprentissage/apprentissage-adultes.html>

[6] <https://guichet.public.lu/en/citoyens/travail/conditions-travail/contrat-jeunes-actifs/apprentissage.html>

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			<p>actifs/contrat-apprentissage.html https://men.public.lu/en/systeme-educatif/professionnel/initiale.html [7] https://guichet.public.lu/en/citoyens/travail/conditions-travail/contrat-jeunes-actifs/contrat-apprentissage.html [8] https://adem.public.lu/dam-assets/fr/formulaires/employeurs/Autorisation-Occupation-Temporaire/demande-aot-apprentissage.pdf [9] https://fr.cns-asbl.org/apes</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>No.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>Yes, but in general these processes are the same for all applicants, regardless of their status.[1] The accreditation of prior learning and experience (validation des acquis de l'expérience, VAE) may lead to a professional certification through the recognition of skills acquired during prior paid or unpaid activities.</p>
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Accreditation of prior experiential learning (validation des acquis de l'expérience - VAE) offers formal recognition of skills acquired throughout life by granting a corresponding certificate, diploma or other qualification.

The VAE can give access to the certificates and diplomas from vocational training, the general secondary education or to the master craftsman's certificate, such as: vocational capacity certificate (certificat de capacité professionnelle - CCP); vocational aptitude diploma (diplôme d'aptitude professionnelle - DAP); technician's diploma (diplôme de technicien - DT); general secondary school leaving diploma (diplôme de fin d'études secondaires de l'enseignement secondaire général - DFESG); master craftsman's certificate (brevet de maîtrise de l'artisanat). Diplomas obtained by accreditation of prior experiential learning are just as valid as those obtained through initial education.[2]

The VAE procedure consists of two steps:

First step: Application for admissibility (15% of the procedure)

The application for validation must first be declared admissible. For an application to be declared admissible and the procedure allowed to continue, it is necessary to provide proof of professional and/or extra-professional experience:

of at least three years (i.e. 5,000 hours), whether continuous or not; that is directly related to the qualification being applied for. The Cellule VAE offers guidance and advice. The application for validation can either be submitted online via the Government's portal (Guichet.lu) or by postal mail sent to the Ministry of Education, Children and Youth (MENEJ). No deadline applies.

Second step: Application for validation on the merits (85% of the procedure)

Once their application for admissibility is accepted, applicants need to apply for validation on

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their merits, which consists of a detailed written description of their activities related to the curriculum (framework programme) for the formal qualification (certificate, diploma, or degree) they intend to obtain. Applicants can apply to the VAE team for guidance through the procedure either in the form of a group workshop or information session or individual interviews. in the form of methodological guidance in compiling your application. Deadlines need to be honoured by the applicants.

The application for accreditation is submitted to a validation commission for analysis and a decision.[3]

Both parts of the accreditation process can either be submitted online via the Government's portal (Guichet.lu) or by postal mail sent to the Ministry of Education, Children and Youth (MENEJ). No deadline applies.

Several public bodies assist applicants with assessing their skills upon request:

The "Maison de l'orientation" acts as a one-stop shop for persons who are looking for guidance on educational and professional matters. Centre-staff will help identifying individuals' abilities, skills, and interests to improve individual career choices.[4]To get assistance in preparing and implementing their adult education project, candidates can contact the Department of Adult Education (Service de la formation des adultes, SFA), which also works closely with the Maison de l'orientation.[5]The language and schooling levels of young AIPs (up to age 22) are assessed by the Service de l'intégration et de l'accueil scolaires (SIA, School Integration and Welcoming Service) of the MENEJ.[6]

Professional chambers also offer the possibility of free-of-charge tests to students of 5th year classes in general secondary education.

The Chamber of Salaried Workers and the Chamber of Trades and Crafts are offering a basic-check. This basic-check is a guidance tool to help the applicant to make a skills-based choice of their future apprenticeship. This test contains questions on linguistic thinking, spatial representation and logic, as well as numerical and practical questions. The result shows

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			<p>whether the pupil meets the requirements for learning the desired trade or profession.[7]The Chamber of Commerce offers the Talent Check, in French or German, to pupils in the 5th year who are interested in an apprenticeship with a training company. However, it is also open to anyone considering dual training. A certificate attesting to their skills and talents is awarded to young people after they have completed the course.[8]</p> <p>Several projects, run by civil society organisations, also help with skill assessments: Lët'z Work! initiated by Luxembourg Red Cross and co-financed by the European Social Found (FSE+). This project aims to increase the employability of AIPs by providing them with the means to:</p> <ul style="list-style-type: none">maintain or acquire the skills needed to find a jobunderstand the Luxembourg labour marketadapting to change. <p>To achieve this objective, the Red Cross will focus on:</p> <ul style="list-style-type: none">Group workshops;Individual monitoring of participants through a skills assessment and regular meetings;The creation of a mentoring programme;Finding partner companies. <p>The project Intègr'Emploi offers individual orientation and assessment sessions for each participant at the beginning and end of the programme.</p> <p>BIPs are eligible for vocational training for both types of apprenticeship. AIPs are theoretically eligible for vocational training for both types of apprenticeship after submitting their international protection application. In practice, however, AIPs are rarely able to immediately start vocational training right after their arrival due to the multiple administrative obligations they must fulfil: on top of the fulfilment of the requirements that apply to all residents, AIPs have to also obtain an AOT (in case of an apprenticeship for adults) and to validate their language levels and educational qualifications.</p> <p>Project "Skills analysis for AIPs":</p> <p>In order to strengthen the employability of AIPs, the Ministry of National Education, Children and Youth will set up a skills analysis for AIPs. The objective is to analyze the skills of the</p>
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			<p>people in question, whether linguistic or professional skills, as well as their level of education. Depending on the candidate's skills, the objective is to be able to direct the person either directly to the job market or to professional training and/or language courses.</p> <p>[1] https://guichet.public.lu/en/citoyens/famille-education/formation-adultes/diplomante/validation-acquis/vae-diplome-secondaire-technique-brevet-maitrise.html [2] https://guichet.public.lu/en/citoyens/famille-education/formation-adultes/diplomante/validation-acquis/vae-diplome-secondaire-technique-brevet-maitrise.html [3] https://men.public.lu/en/systeme-educatif/professionnel/validation-acquis-experience.html [4] https://maison-orientation.public.lu/fr/monde-du-travail/je-decouvre/mes-interets-competences.html [5] https://men.public.lu/en/systeme-educatif/formation-adultes/pas-a-pas.html [6] https://guichet.public.lu/en/citoyens/famille-education/enseignement-secondaire/jeune-recemment-arrive-pays/service-scolarisation-enfants-etrangers.html [7] https://maison-orientation.public.lu/fr/monde-du-travail/apprentissage/tests-orientation-apprentissage.html; https://www.basic-check.lu/?id=104&L=1 [8] https://maison-orientation.public.lu/fr/monde-du-travail/apprentissage/tests-orientation-apprentissage.html; https://www.winwin.lu/fr/apprentice/talentcheck.html</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p>
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No. As it was mentioned before, minors, AIPs and BIPs enjoy the same access to vocational as nationals. This is a mainstream approach.

5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.

There are many benefits for apprentices regardless of their status, which are offered uniformly without any differentiation, among all kinds of apprenticeship, to nationals, European citizens, legally staying third-country nationals, applicants and beneficiaries of international protection.

Vocational training under an apprenticeship contract allows apprentices to learn a trade/profession while receiving a monthly minimum allowance. Apprentices enrolled in training leading to a technician's diploma (Diplôme de technicien, DT) or a vocational aptitude diploma (Diplôme d'aptitude professionnelle, DAP), or a vocational capacity certificate (Certificate de capacité professionnelle compétence, CCP) are entitled to an apprenticeship allowance, which varies according to the trade or profession chosen and the year of apprenticeship.[1]

In addition to the apprenticeship allowance, the state grants a bonus to the apprentice for each year of "successful" training. This first contact with the professional world allows the apprentice to obtain an officially recognized diploma and to progress within a company.[2] The holder of a DAP (Diploma of Professional Aptitude) and a DT (Technician's Diploma) is entitled to the minimum social wage for qualified persons (minimum social wage for non-

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skilled worker + 20%) when working in this trade/occupation.
The holder of a CCP (Certificate of Professional Competence) is also entitled to the minimum social wage for qualified persons (minimum social wage for non-skilled worker + 20%) after at least two years of practice in the trade/occupation in which the diploma is issued.[3]

As part of an adult apprenticeship, the apprentice is paid the social minimum wage for unskilled workers by the host employer. In addition, the state pays the apprentice an apprenticeship bonus for each "successful" year of training, which amounts to € 130 per month of training for CCP courses and € 150 per month of training for DAP and DT courses.[4]

Apprentices' practical training is provided by mentors. By signing the apprenticeship contract, the employer-trainer undertakes to appoint one or more tutors in his company, who will be responsible for practical training and educational supervision in the host company.[5]

Apprentices are also assigned an apprenticeship advisor, a person under the authority of the Minister and the professional chambers who:
closely follows the apprentice's progress with their training employer; acts as a contact to both parties with regard to questions or issues that may arise.[6]

[1] <https://guichet.public.lu/en/entreprises/ressources-humaines/contrat-convention/jeunes-actifs/apprentissage.html>

[2] <https://www.csl.lu/en/your-rights/youth/initial-professional-training/apprenticeship/>

[3] <https://www.csl.lu/en/your-rights/youth/initial-professional-training/apprenticeship/>

[4] <https://www.csl.lu/en/your-rights/youth/initial-professional-training/apprenticeship/>

[5] <https://guichet.public.lu/en/entreprises/ressources-humaines/contrat-convention/jeunes-actifs/apprentissage.html>

[6] <https://guichet.public.lu/en/citoyens/support/glossaire/c/conseiller-apprentissage.html>

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			<p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>Yes. Employers are eligible for these incentives regardless of the immigration status of the apprentices (i.e. not linked to the status of AIP or BIP).</p> <p>Financial aid to promote initial apprenticeships[1]An employer who hires an apprentice under an apprenticeship contract (apprentissage initial) may benefit from a partial reimbursement of the apprenticeship wage and the employer's share of social security contributions. Under the apprenticeship contracts leading to a diploma of professional competence (diplôme d'aptitude professionnelle - DAP) and the technician diploma (diplôme de technicien - DT), the training company receives an aid amounting to 27% of the apprenticeship allowance. Under a contract leading to the Certificate of Professional Ability (certificat de capacité professionnelle - CCP), the aid amounts to 40% of the apprenticeship allowance. The training company shall also be reimbursed the employer's share of the social security contributions relative to the paid apprenticeship allowance. Aids are awarded on an annual basis per apprenticeship (school year, from September to August of the following year).</p> <p>Financial compensation for adult apprenticeship[2]: An employer who employs an apprentice under an adult apprenticeship contract and pays the social minimum wage for unskilled workers can receive a reimbursement of the difference to the training allowance paid in initial apprenticeship for the respective apprenticeship profession. This aid is available to all companies that employ an apprentice on the basis of an apprenticeship contract for adults.</p> <p>According to article 7, of the Grand-Ducal Regulation of 17 December 2010 on the</p>
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			<p>organisation of apprenticeships for adults[3], the training employer pays the apprentice the statutory or conventional apprenticeship allowance, plus a supplement up to the minimum social wage for unskilled workers.</p> <p>The supplement is reimbursed to the training employer by the employment fund, in the case of jobseekers, and from the budgetary appropriations of the Ministry of National Education and Vocational Training, in the case of other adult apprenticeship candidates.</p> <p>The supplement is reimbursed in accordance with the reimbursement form issued to the employer by the Vocational Guidance Department of the Employment Administration.</p> <p>The purpose of this aid awarded for both for initial apprenticeships and apprenticeships for adults is to encourage companies to become more involved in apprenticeships and to offer more training opportunities.</p> <p>[1] https://adem.public.lu/en/employeurs/demander-aides-financieres/beneficier-aides-apprentissage/aide-promotion-apprentissage.html</p> <p>[2] https://adem.public.lu/en/employeurs/demander-aides-financieres/beneficier-aides-apprentissage/complement-indemnite.html</p> <p>[3] https://legilux.public.lu/eli/etat/leg/rgd/2010/12/17/n4/jo</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No.</p>
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8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.

There are no obligations imposed specifically on applicants and beneficiaries of international protection participating in VET programmes.

General obligations for apprentices:

Apprentices, whatever status they have, must respect the apprentice's obligations are set out in the apprenticeship contract. Failure to comply with the obligations set out in the apprenticeship contract may result in the termination of the apprenticeship contract by the competent professional chambers or by the Minister. exercise the utmost discretion regarding the host company's business affairs; obey their supervisor and treat them with respect; adhere to the working hours and the rules that apply in the host company; assist their supervisor by means of their work, to the best of their ability.[1]

The apprenticeship contract ends, inter alia :

upon termination by either one of the parties; upon mutual agreement of the parties; upon a decision by the employers' association (professional chamber), when: the apprentice or training institution has breached the terms of the contract; or the apprentice is deemed unfit for the chosen profession; if the apprentice fails to report for the apprenticeship for 24 consecutive working days without a valid reason; if the apprentice's right to sickness benefits has expired; if the maximum duration of the training period has been reached. The end of the contract is noted by the Employers' Professional Chamber, which will notify all of the contracting parties.

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			<p>Unilateral termination of the apprenticeship contract: The apprenticeship contract may be terminated in the following situations: a serious or repeated infringement of the provisions of the contract; or if one of the parties is facing criminal charges; or if, upon completion of the trial period, the apprentice is unable to acquire the skills needed for the trade or profession; or due to health reasons, as attested to by a physician: if the apprentice is no longer fit to exercise the trade or profession in question; or irreparable loss of one party's trust in the other; or danger to the physical or psychological integrity of one of the contracting parties.[2]</p> <p>[1] https://guichet.public.lu/en/citoyens/travail/conditions-travail/contrat-jeunes-actifs/contrat-apprentissage.html [2] https://guichet.public.lu/en/citoyens/travail/conditions-travail/contrat-jeunes-actifs/prolonger-resilier-contrat-apprentissage.html</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p>
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			<p>No.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>Good practices: Project Lèt'z Work of the Luxembourg Red Cross Project Intègr'Emploi of the association EFID both cofinanced by the ESF+ Project "Accompagnement personnalisé pour l'emploi dans les structures d'accueil" (APES) of the association Coopération Nord - Sud, which is financed by AMIF. Prior to integration into professional training Particularly noteworthy is the personalized monitoring and mentoring operating within the projects Lèt'z Work and APES Classes of pre-vocational training and specific 5th year classes in the framework of back to education programme at the National School for Adults (École Nationale pour Adultes, ENAD) CLIJA Classes and CLIJAA preparing to health and care professions or preparing to catering and hotel professions.</p> <p>In contrast to the traditional route to adult apprenticeship for AIPs (see answer to question 1 and 12), which requires a minimum of 18 months, there is an easier way of accessing it: Even after just one year at the National School for Adults or from any CLIJA class, students aged at least 18 years old when leaving school, whoever they may be, and therefore also AIPs, may enrol immediately in any training pathway offered as part of adult education, including adult apprenticeships. Access to ENAD is possible immediately after submission of the application, as this is a school activity falling within the remit of the adult education service.</p>
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12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.

Several obstacles of accessing apprenticeships (initial or adult) exist and many of them can only be overcome with time:

Language barriers:

Rarely can AIPs or BIPs start vocational training because they do not have sufficient basic knowledge of the languages common on the job market (French, German, or English). While specific formats exist to cater to the varying needs of language learners, language learning does take time. Many AIPs/BIPs need to take specific language classes before being able to start proper vocational training.

Hence the need of special classes (CLIJA) and specific projects (Intègr'Emploi, Lëtz work), which include language training as part of their support. In the same vein, we could mention the Language Integration Course provided by the Department of Adult Education. It is aimed at applicants and beneficiaries of international protection (DPI & BPI) who have no knowledge of any of the country's official languages. These are free language literacy courses or beginner level courses for French as an integration language. Persons in need have also access to a voucher system for national language classes. These vouchers are issued, among others and under certain conditions, to applicants for international protection recognised as needy by the National Reception Office (Office national de l'accueil - ONA).



Lack of knowledge of the workings of the job market and company culture:

It should be noted that projects such as Intègr'Emploi and Lëtz work include a component to familiarise people with the norms and culture of the workplace.

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			<p>Difficulty starting an apprenticeship shortly after one's arrival in Luxembourg. Applications for an apprenticeship can only be submitted once a year (15 September) and applicants have to find a company that will train them by 1 November (same year).[1] Depending on the date of the applicant's arrival, it can take up to almost one year before an apprenticeship can begin. In case applicants have to get their previous experiences and qualifications validated they have to undergo a complex administrative process (see Q3).</p> <p>Difficulty for AIPs to qualify for an adult apprenticeship To qualify for adult apprenticeship, applicants must meet a number of criteria, including having been affiliated with the Social Security Centre for at least 12 months (continuously or with interruptions) for at least 16 hours a week.</p> <p>As adult apprenticeship is considered to be an employed activity, the AIPs is first subject to a waiting period of 6 months after submission of the application before being able to submit an application for an AOT. Hence, an AIP apprentice cannot start adult learning until 18 months after the application for international protection has been filed. As mentioned above in the answer to Q 11, an easier route to adult apprenticeship exists through the National adult school or CLIJA classes.</p> <p>[1] https://adem.public.lu/fr/orientation-professionnelle/apprentissage/apprentissage-adultes.html</p>
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	EMN NCP Malta	No	Response is marked as EMN Sensitive
	EMN NCP Netherlands	Yes	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>In the Netherlands, several vocational education and training (VET) programs are available for applicants and beneficiaries of international protection, aimed at facilitating their integration into the labour market or into the Dutch vocational education system. These programs are often publicly funded or subsidized to reduce participation costs.</p> <p>The National Dutch vocational education system (MBO) Applicants and beneficiaries of international protection can participate in the national Dutch vocational education system in the same manner as other people in the Netherlands as long as they adhere to the admission criteria and other legal entry requirements.[1] For these groups access is stimulated in various ways (see also Q5). Specifically, the following preparatory classes are available for future educational programmes, including vocational education (MBO); International Transition Classes (ISK, schakelklas) To facilitate access to vocational education (MBO) and other educational programmes, special transition classes (schakelklassen) are available for applicants and beneficiaries of international protection. The classes focus on improving Dutch language skills, academic skills, and vocational orientation. These classes are a part of secondary education. Students are mostly following ISK education for two years. After finishing ISK education, they can continue</p>

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with regular secondary education, or they can go to vocational education. Many secondary schools offer these classes to help young students meet entry requirements and succeed in further education. These transition programs aim to better prepare students for the Dutch education system by combining language training with subject-specific preparation and study skills development.[2]

The Education route (a civic integration pathway)

In the Netherlands there are three different pathways for civic integration, one of which is the education route. The Education route is primarily for young people. They learn Dutch on a B1 level or higher. The aim of this route is to prepare for pursuing vocational or university education.[3] They also get English and math classes, and extra subjects if their future education requires this for admission.

EVA, entrance education for non-Dutch speakers

There is one specific course in the vocational education system that is meant for newcomers in the Netherlands. This is called 'Entree voor Anderstaligen' (EVA, entrance education for non-Dutch speakers). This course is the most basic level for vocational education, and is more focussed on learning the Dutch language. It should be noted that institutions offer these courses on their own initiative (is not an obligation from the government). These are 'regular' entrance courses (vocational courses) enriched with extra language lessons.[4]

Responsible Authorities Public authorities involved in facilitating the access to vocational education (MBO) include but are not limited to;

Secondary education schoolboards: Responsible for the provision of the international transitional classes (ISK). MBO council (MBO Raad) & Regional Training Centers (ROCs): Provide Vocational education in the national vocational education system (MBO). Ministry of Education, Culture, and Science (OCW): Responsible for policy-making and funding the transitional classes (ISK) and other education. Ministry of Social Affairs and Employment

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			<p>(SZW): Provide funding to municipalities for the educational route of civic integration. Municipalities: May provide financial support through the Participation Act or local integration initiatives. LOWAN: is a national network organisation, funded by the Ministry of Education, Culture and Science, that supports both primary and secondary schools by providing education for migrant children. LOWAN advises schools, municipalities and other educational support organisations on the management of this type of education, laws and regulations, financing and educational practice.[5]</p> <p>Admission Requirements Admission criteria for the national vocational education system vary by institution and level, but generally include: Minimum Dutch language level of NT2 B1 or B2 (sometimes A2, depending on the program). A completed or recognized prior education equivalent to Dutch high school diploma's (VMBO or HAVO). See for the way foreign diploma's are validated Q3. In some cases, an intake interview or assessment to evaluate motivation and academic level.[6] The EVA entry course is admissible for students without a diploma. For the International transition classes (Isk) there are no specific admission requirements.</p> <p>The local and diverse VET programmes aimed at labour market integration Specifically for local VET programmes aimed at labour market participation the following examples can be given; Starting Jobs Trials Currently, eight pilot projects are running in 39 municipalities, offering direct paid employment to beneficiaries of international protection. These "starting jobs" allow participants to gain work experience while learning the language on the job, enhancing their labour market position and accelerating their transition to regular employment.[7] Dual Programs: Language and Work Integration Municipalities, responsible under the Participation Act, develop specialized approaches such as dual programs that combine work with language learning. These programs may include</p>
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			<p>vocational education, temporary wage subsidies, work experience placements, volunteer work, and trial employment opportunities.[8]Further Learning and Integration on the Labour Market (VIA)This initiative, in collaboration with municipalities and employers in sectors like healthcare, railways, and energy supports beneficiaries of international protection in gaining sustainable employment through combined learning and work programs.[9] One example is the pilot with employers Liander and Stedin in the energy sector.[10]</p> <p>NewBees MDT Traineeships</p> <p>A tailored program where young beneficiaries of international protection gain experience in sectors such as healthcare, education, and sports while developing social and practical skills relevant to the Dutch labour market.[11]</p> <p>Responsible Authorities</p> <p>Public authorities involved in these diverse and local initiatives include but are not limited to; the Ministry of Social Affairs and Employment (SZW), the Ministry of Education, Culture, and Science (OCW), the Central Agency for the Reception of Asylum Seekers (COA), municipalities, and labour market stakeholders such as employer organizations and training institutions.[12]</p> <p>Admission Requirements</p> <p>Admission criteria vary per VET program.</p> <p>[1] Social and Economic Council, https://www.ser.nl/nl/thema/werkwijzer-vluchtelingen/opleiding/wetten-regels, last accessed 28 January 2025.</p> <p>[2] Kohnstamm Instituut, 'Nieuwkomers in het primair en voortgezet onderwijs', https://open.overheid.nl/documenten/ronl-187f09e3b46e6175b491a2c4bd761c957e7275d1/pdf, last accessed on 10 February 2025.</p> <p>[3] EMN Netherlands, 'Annual Report 2022', last accessed on 21 November 2024.</p> <p>[4] Information provided by the Ministry of Education, Culture, and Science (OCW) on 17 February 2025.</p> <p>[5] LOWAN, "Who we are", p. 1, <a 478="" 517="" 875="" 890"="" data-label="Page-Footer" href="https://www.lowan.nl/wp-content/uploads/2020/02/Folder-</p></td></tr></table></div><div data-bbox="><p>181 of 254</p></p>
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			<p>LOWAN.pdf: last accessed on 5 February 2025.</p> <p>[6] Examples; Rijnijssel, 'internationale schkelklas', https://www.rijnijssel.nl/taal-inburgeren-isk/internationale-schakelklas, last accessed on 5 February 2025; Start College, 'Schakeltraject naar mbo 3 of 4', https://www.start-college.nl/internationale-schakelklas/schakeltraject-naar-mbo-3-of-4/, last accessed on 5 February 2025; Alfa college, 'Schakelklas naar mbo 3 of 4', https://www.alfa-college.nl/mbo-opleidingen/vavo/schakelklas-naar-mbo-3-of-4, last accessed on 5 February 2025.</p> <p>[7] Government of the Netherlands, 'Statushouders sneller aan het werk', https://www.rijksoverheid.nl/actueel/nieuws/2023/03/10/statushouders-sneller-aan-het-werk, last accessed on 5 February 2025.</p> <p>[8] Information provided by the Ministry of Social Affairs and Employment on 9 December 2024.</p> <p>[9] Ministry of Social Affairs and Labour, 'Programma Verdere Integratie op de Arbeidsmarkt', https://open.overheid.nl/documenten/ronl-c57403b6-f362-4a0b-bda3-476249d18bec/pdf, last accessed on 5 February 2025.</p> <p>[10] Berenschot Groep, 'Het duurzaam opleiden en plaatsen van statushouders', https://open.overheid.nl/documenten/ronl-b22135dd-ddcd-4fbb-a781-92d47c5f1b5d/pdf, last accessed 28 January 2025.</p> <p>[11] NewBees, 'MDT Traineeship', https://new-bees.org/en/onze-diensten-voor-newbies/mdt-traineeship/, last accessed 28 January 2025.</p> <p>[12] Social Economic Council & Ministry of Social Affairs and Employment, "Leerwerktrajecten voor personen met een migratieachtergrond in de praktijk: een inventarisatie van opschalingsmogelijkheden", https://www.ser.nl/-/media/ser/downloads/overige-publicaties/2021/leerwerktrajecten-personen-migratieachtergrond.pdf, last accessed 28 January 2025.</p>
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2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?

YES, the Netherlands does offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages.

This can be illustrated through several programs, for example:

In care – Out of worries’ project (In de zorg – uit de zorgen) This project was made possible by Interreg Euregio Maas-Rijn (EMR) V-A, the provinces of Belgian Limburg and Dutch Limburg, and the German state of North Rhine Westphalia. The ‘In Care – Out of worries’ project include eight care, refugee and labour market organisations from Dutch, Belgian, Limburg and Städteregion Aachen that work together to guide beneficiaries of international protection to work or internships in the healthcare sector.

The project addresses two challenges: training and work for beneficiaries, and the increasing shortage of skilled workers in the healthcare sector. Its focus was to develop a special healthcare focused programme with a mediation programme, (additional) training and personal on-the-job guidance for beneficiaries.[1]

Pilot learning and working at Liander and Stedin The pilot learning and working at Liander and Stedin (see also Q1) is being carried out by two employers (Liander and Stedin) in combination with various partners (including UAF, municipalities, and educators) who are responsible for the pre-selection of the target group, training and guidance. Through the pilot they aim to target beneficiaries of international protection with a technical background or affinity and a language level of at least B1. The objective is to increase the assembly capacity at Liander and Stedin by offering beneficiaries of international protection learning and working programmes through which they can receive a job offer after completion.[2]

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			<p>Pilot sustainable labour market on trackThe pilot sustainable labour market on track is being carried out by employers in the railway sector in combination with municipalities, a training centre and two facilitating parties. The target group consists of beneficiaries of international protection. The primary objective of the pilot is to investigate the process of co-creation. Employers in the railway sector offer work-study places with the aim to attract more beneficiaries of international protection to the railway sector. [3]</p> <p>[1] Ministry of Social Affairs and Labour, "Plan van aanpak statushouders aan het werk", 23_0147+Plan+van+aanpak+Statushouders+aan+het+werk.pdf, last accessed 28 January 2025.</p> <p>[2] Social Economic Council & Ministry of Social Affairs and Employment, "Leerwerktrajecten voor personen met een migratieachtergrond in de praktijk: een inventarisatie van opschalingsmogelijkheden", p.32, https://www.ser.nl/-/media/ser/downloads/overige-publicaties/2021/leerwerktrajecten-personen-migratieachtergrond.pdf, last accessed 28 January 2025.</p> <p>[3] Social Economic Council & Ministry of Social Affairs and Employment, "Leerwerktrajecten voor personen met een migratieachtergrond in de praktijk: een inventarisatie van opschalingsmogelijkheden", p.33, https://www.ser.nl/-/media/ser/downloads/overige-publicaties/2021/leerwerktrajecten-personen-migratieachtergrond.pdf, last accessed 28 January 2025.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p>
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			<p>YES/NO: there is a difference in the way prior knowledge is validated in the national Dutch vocational education system (MBO) and in the local VET programmes aimed at labour market integration. For the national vocational education system standardised admission requirements apply (see Q1 and below). For the local VET programmes aimed at labour market integration prior knowledge validation may apply but varies per programme (see below).</p> <p>The National Dutch vocational education system (MBO) YES, For the knowledge validation in the national Dutch vocational education system (MBO) see also the admission requirements in Q1. If participation in a transitional class is not needed, the standard admission requirements for the educational tracks for MBO studies apply. For that, foreign diploma's and certificates might need to be validated.</p> <p>In the Netherlands, the validation of foreign diplomas for applicants and beneficiaries of international protection is handled by several institutions. The International Credential Evaluation (IDW) is the central organization responsible for assessing foreign qualifications. Depending on the education level, evaluations are conducted. The Cooperation Organisation for Vocational Education, Training, and the Labour Market (SBB) is responsible for the evaluation of certificates for vocational education (MBO).[1] Applicants and beneficiaries can apply for a diploma evaluation through IDW, submitting relevant documents such as diplomas, transcripts, and course descriptions. If necessary, additional research is conducted to compare the foreign qualification to the Dutch education system. Upon completion, applicants receive an official credential evaluation document, which can be used for job applications or enrolment in further education.[2]</p> <p>The local and diverse VET programmes aimed at labour market integrationFor the local and diverse VET programmes validation of prior knowledge may apply but varies per programme.</p>
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			<p>For the verification of foreign diplomas or certificates the above mentioned process applies.</p> <p>[1] SBB, 'Credential evaluation', https://www.s-bb.nl/en/companies/credential-evaluation/, last accessed 28 January 2025.</p> <p>[2] MBO council, 'Handreiking intake toelating en plaatsing nieuwkomers zonder geldig Nederlands diploma in het MBO – wettelijk kader', '2018-Handreiking-intake-toelating-en-plaatsing-nieuwkomers-zonder-geldig-Nederlands-diploma-in-het-MBO-versie-februari-2018.pdf', last accessed 28 January 2025. Government of the Netherlands, https://business.gov.nl/regulation/professional-qualifications/#art:recognition-of-foreign-diplomas-and-professions , last accessed 28 January 2025.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No, the Netherlands does not offer specific VET programmes for minor applicants and/or beneficiaries of international protection aged between 16 and 18 years old. However, the transitional classes mentioned in Q1 are often attended by the specific group, but also included people outside of this age range.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation</p>
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			<p>expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Yes, the Netherlands employ support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes. Specifically for the Dutch national vocational education system (MBO) the following applies: Vocational Education of applicants for international protection Under certain conditions, applicants for international protection do not have to pay tuition fees. Tuition fees normally have to be paid by anyone who is eighteen years or older and studies at a vocational college or follows general secondary education for adults. For the schoolyear 2024-2025 this fee amounts to € 1419,-, for the schoolyear 2025-2026 it amounts to € 1458,-.[1]</p> <p>Applicants for international protection do not have to pay this fee when they meet the following four criteria:[2] The applicant is not entitled to student grants, because the nationality requirement is not met;The applicant is unable to pay the tuition fee and there is no organization that pays this fee for the applicant;On 1 August, at the start of the schoolyear, the applicant is eighteen years or older and younger than 31 years;The applicant is in one of the following situations:The applicant has an identity document for foreign nationals;The applicant has a temporary regular residence permit for medical treatment or medical treatment of a family member;The applicant has exhausted his appeals and is in a return procedure;The applicant has exhausted his appeals, but is unable to return, for example because of illness;The applicant has exhausted his appeals and lives in a family location;The applicant falls under the scope of the Temporary Protection Directive.</p> <p>Vocational Education of beneficiaries of international protection Just like Dutch citizens, beneficiaries of international protection are entitled to a student grant</p>
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			<p>if they are younger than 30 years. This financial support helps the beneficiary of international protection to pay the costs of his education. Student grant can be applied for at the Executive Agency of Education (Dienst Uitvoering Onderwijs, DUO).[3]</p> <p>Student grant consists of several amounts of money that the student does not have to repay if he obtains his diploma within 10 years. It consists of:[4]</p> <p>An amount of money to partly pay for your accommodation and life. This is called the basic grant; A card to travel for free on public transport. For example, to travel from home to school. In some cases it is possible to receive an additional grant. An additional grant can only be received if the parents of the student do not earn enough money, or are not able to contribute for other reasons.</p> <p>Covering of expenses for inhabitants of asylum centres[5]</p> <p>The Central Agency for the Reception of Asylum Seekers (COA) covers the expenses for applicants (not beneficiaries) of international protection who live in asylum centres and are following a course in the Dutch education system. For students who follow a vocational education course (MBO), the following rules apply:</p> <p>If the student is under the age of 18, COA covers the tuition fee and money for books and school equipment. COA also covers travel expenses if the municipality doesn't pay for it, and only if the distance to school is over 10 kilometres. If the student is 18 years or older, but started a course before their 18th birthday, COA covers the same expenses as for students younger than 18. If the student is 18 years or older, and started a vocational education course after their 18th birthday, COA does not cover the expenses.</p> <p>[1] Executive Agency for Education, https://duo.nl/particulier/lesgeld/, last accessed on 5 February 2025</p> <p>[2] Executive Agency for Education, https://duo.nl/particulier/lesgeld/asielzoeker-en-lesgeld.jsp, last accessed on 5 February 2025</p>
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			<p>[3] Dutch Council for Refugees, https://www.refugeehelp.nl/nl/status-holder/article/100223-je-studie-in-nederland-betalen, last accessed on 5 February 2025</p> <p>[4] Executive Agency for Education, https://duo.nl/particulier/studiefinanciering/, last accessed on 5 February 2025</p> <p>[5] Information provided by the Central Agency for the Reception of Asylum Seekers (COA) on 17 February 2025.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>Yes, public authorities in the Netherlands offer incentives to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes.</p> <p>Beneficiaries of international protection</p> <p>On 1 July, the Dutch Ministry of Social Affairs and Employment (Ministerie van Sociale Zaken en Werkgelegenheid, SZW) published a subsidy scheme to financially compensate employers for additional guidance in the workplace for beneficiaries of international protection, aimed at reducing language and cultural differences.[1] The subsidy scheme is an addition to the existing (financial) support that employers can receive through the regional Employer Service Points (Werkgevers Servicepunten) for, among other things, training and guidance of job seekers (including beneficiaries of international protection).</p> <p>The subsidy can be applied for by employers via the Subsidy Portal (Subsidie Portaal) of the Dutch Ministry of Social Affairs and Employment (Ministerie van Sociale Zaken en</p>
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Werkgelegenheid, SZW) and is meant for a maximum of four beneficiaries of international protection, and a maximum amount of € 24,000. Employers can apply for €8,000 for the first beneficiary of international protection, €6,000 for the second and €5,000 each for the third & fourth beneficiary of international protection. In total, SZW will make € 10.5 million in subsidies available from 2024 to 2026.[2]

An employer can apply for the subsidy for beneficiaries of international protection who have been employed since 1 January 2024, or who have not previously been employed. There are a few conditions to be eligible for the subsidy:

The employer makes an activity plan;The employer indicates for who the subsidy is used;The employer declares that after the subsidy has been granted, the beneficiary of international protection will be offered a (learning) employment contract for at least 20 hours per week for a period of at least one year.

SZW has developed a guide for employers to draw up an activity plan. This guide contains tips and tricks on how employers can effectively shape guidance of beneficiaries of international protection in the workplace.[3]

[1] Dutch Government Gazette, <https://zoek.officielebekendmakingen.nl/stcrt-2024-19739.html>, last accessed on 5 February 2025.

[2][2] Government of the Netherlands, <https://www.rijksoverheid.nl/documenten/regelingen/2024/06/01/subsidieregeling-ondersteuning-werkgevers-inzet-statushouders-sowis>, last accessed on 5 February 2025.

[3] Government of the Netherlands, <https://open.overheid.nl/documenten/b2bbf392-b9d7-4a28-9dd7-4a80f6218731/file>, last accessed on 5 February 2025.

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7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.

Yes, in the Netherlands additional incentives are offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme.

Beneficiaries of international protection

To accommodate employers when hiring beneficiaries of international protection, municipalities often offer threshold-reducing schemes.[1] Employers are not obliged to use this. Every municipality may determine its own policy.

Possible threshold-reducing schemes are:

Work while retaining social assistance benefit, a so called 'work placement' (proefplaatsing/werkstage). During the 'work placement' the employer does not pay a wage and the beneficiary of international protection retains social assistance benefit. This can last up to maximally one year, but in most municipalities it lasts from three to six months. Temporary wage cost subsidy. The wage cost subsidy includes a fixed amount linked to the wage value of the beneficiary of international protection, for any additional language support, guidance and/or or lower labor productivity. For example, the municipality of Amsterdam grants this subsidy to employers that hire beneficiaries of international protection with social assistance benefit, who still need some education, training or extra guidance.

A financial incentive (stimuleringspremie). This is a temporary compensation for the fact that the employer has to pay the minimum wage to the beneficiary of international protection, without being able to fully deploy the person. Among others, the municipality of Zwolle grants

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this subsidy. Compensation for additional costs. Municipalities can also offer compensation for expenses that an employer incurs, for example for guidance, training or adjustment of the workplace.

[1] Social and Economic Council, *Statushouders en werk, een praktische gids voor werkgevers*, <https://www.ser.nl/-/media/ser/downloads/thema/diversiteitinbedrijf/publicaties/2022/Charterdocument-Statushouders-en-werk.pdf>, last accessed on 5 February 2025.

8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.

Yes, the Netherlands impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes. Specifically for the Dutch national vocational education system (MBO) the following applies:

Education of beneficiaries of international protection

Just like a student with the Dutch nationality, if a beneficiary of international protection has received a student grant and does not get a diploma within ten years, the student has to repay the grant (see Q5).[1]

[1] Executive Agency for Education, <https://duo.nl/particulier/studiefinanciering/>, last accessed on 5 February 2025.

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			<p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>YES, in the Netherlands several municipalities offer training programs on entrepreneurship skills and business start-up support for beneficiaries of international protection. While these programs are not formally part of the national vocational education system (MBO), they are specifically designed for this target group.</p> <p>These trainings are often the result of collaborations between various stakeholders, including municipalities, the Chamber of Commerce (kamer van koophandel), NGOs, and private sector companies that provide the training or business support. Examples of municipalities offering or funding such programs include The Hague[1], Leiden[2], Alkmaar[3] and the IJsselgemeenten (a combination between different municipalities in the IJssel region)[4].</p> <p>[1] Municipality of The Hague, 'Ondernemersschool voor statushouders', https://www.denhaag.nl/nl/ondernemen/ondernemersschool-voor-statushouders/, last accessed on 5 February 2025.</p> <p>[2] Sleutelstad.nl, 'Pangea Leiden helpt ondernemende statushouders eigen bedrijf op te bouwen', https://sleutelstad.nl/2024/01/28/pangea-leiden-helpt-ondernemende-statushouders-eigen-bedrijf-op-te-bouwen/, last accessed on 5 February 2025.</p> <p>[3] Lansco.nl, 'Pangea: Sociale Coöperatie voor nieuwkomers van start', https://lansco.nl/pangea-sociale-cooperatie-voor-nieuwkomers-van-start/, last accessed on 5 February 2025.</p> <p>[4] IJssel Municipalities, 'Statushouders gaan ondernemen in NL', https://www.ijsselgemeenten.nl/statushouders-gaan-ondernemen-in-nl, last accessed on 5</p>
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			<p>February 2025.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>YES/NO: there is a difference in the data available for the participation of applicants and beneficiaries of international protection in the national Dutch vocational education system (MBO) and the participation in local VET programmes aimed at labour market integration. There is data available for participation in the national vocational education system (MBO) (see below).</p> <p>There is no data available for the participation in the local VET programmes aimed at labour market integration. Since the trainings and programmes are mostly locally based and very diverse in nature, there is no centralised data available.</p> <p>YES, the data is available for the participation of beneficiaries in the Dutch national vocational education system (MBO). According to Dutch statistics (CBS), the majority of beneficiaries of international protection aged 18 to 23 who pursued education were enrolled in vocational programmes (MBO), averaging 84 percent. This proportion has remained roughly the same across the 2014 to 2018 cohorts. In this context, a cohort refers to a group of beneficiaries who were granted a residence permit in a specific year.</p> <p>Among those aged 23 and older who received a residence permit in 2017 and 2018, eight out of ten pursued an MBO-level education. For those who obtained their residence permit in</p>
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			<p>earlier years, this figure is approximately three-quarters.[1]</p> <p>Table 1: Education level five years after obtaining a residence permit, by age. (Source: CBS[2])</p> <table border="1"> <thead> <tr> <th>Age Group</th> <th>Year of receiving residence permit</th> <th>Primary and Secondary Education (%)</th> <th>Vocational (MBO) Level (%)</th> <th>HBO and University Level (%)</th> </tr> </thead> <tbody> <tr> <td>18 to 23 years</td> <td>2018*</td> <td>108</td> <td>45</td> <td>18</td> </tr> <tr> <td>18 to 23 years</td> <td>2017*</td> <td>98</td> <td>56</td> <td>18</td> </tr> <tr> <td>18 to 23 years</td> <td>2016</td> <td>78</td> <td>58</td> <td>18</td> </tr> <tr> <td>18 to 23 years</td> <td>2015</td> <td>88</td> <td>21</td> <td>18</td> </tr> <tr> <td>18 to 23 years</td> <td>2014</td> <td>78</td> <td>57</td> <td>23</td> </tr> <tr> <td>23 years and older</td> <td>2018*</td> <td>08</td> <td>21</td> <td>82</td> </tr> <tr> <td>23 years and older</td> <td>2017*</td> <td>08</td> <td>20</td> <td>82</td> </tr> <tr> <td>23 years and older</td> <td>2016</td> <td>07</td> <td>32</td> <td>72</td> </tr> <tr> <td>23 years and older</td> <td>2015</td> <td>17</td> <td>42</td> <td>62</td> </tr> <tr> <td>23 years and older</td> <td>2014</td> <td>07</td> <td>52</td> <td>5*</td> </tr> </tbody> </table> <p>* Provisional data</p> <p>[1] CBS, 'Toename aandeel statushouders dat na 5 jaar onderwijs volgt', https://www.cbs.nl/nl-nl/nieuws/2024/23/toename-aandeel-statushouders-dat-na-5-jaar-onderwijs-volgt, last accessed on 10 February 2025.</p> <p>[2] CBS, 'Toename aandeel statushouders dat na 5 jaar onderwijs volgt', https://www.cbs.nl/nl-nl/nieuws/2024/23/toename-aandeel-statushouders-dat-na-5-jaar-onderwijs-volgt, last accessed on 10 February 2025.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>Some good practices in the Netherlands concerning the delivery of VET to applicants and/or beneficiaries of international protection are;</p> <p>International Transitional Class (ISK, schakelklas): As mentioned in Q1, all applicants and beneficiaries of international protection that are between 12-18 years old can follow classes in an International Transitional Class (schakelklas). This prepares them for regular secondary</p>	Age Group	Year of receiving residence permit	Primary and Secondary Education (%)	Vocational (MBO) Level (%)	HBO and University Level (%)	18 to 23 years	2018*	108	45	18	18 to 23 years	2017*	98	56	18	18 to 23 years	2016	78	58	18	18 to 23 years	2015	88	21	18	18 to 23 years	2014	78	57	23	23 years and older	2018*	08	21	82	23 years and older	2017*	08	20	82	23 years and older	2016	07	32	72	23 years and older	2015	17	42	62	23 years and older	2014	07	52	5*
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			<p>education or a vocational education program level 2, 3, or 4 (MBO). Although this transition to MBO is not always smooth in practice (see Q12). It has however been found by research that in the ISK, education is more personal than in regular schools and more focused on social-emotional development of students. There is also an emphasis on support, personal approach and adequate time and rest, which has a positive effect on the education for migrant children.[1] The educational route (a civic integration pathway); This civic integration pathway (see Q1) is part of the new and broader, more individualised, approach to the integration process, in which the beneficiary prepares a Personal Civic Integration and Participation Plan (PIP) together with the integration counsellor of the municipality. With this approach the different needs of the beneficiaries obligated to civically integrate can be taken into account. Specifically the educational pathway provides a way for young beneficiaries to civically integrate while also preparing to enter the Dutch (vocational) educational system. An evaluation of the new Civic integration Act (2021) has indicated that the differentiated pathways are a good way to adapt the civic integration process to the personal needs of the beneficiaries.[2]</p> <p>Further Learning and Integration on the Labour Market (VIA): As mentioned in Q1 & Q2, this initiative supports beneficiaries of international protection in gaining sustainable employment through combined learning and work programs. An evaluation conducted in 2020 found that the pilot with two employers (Liander en Stedin) was successful as 84% of the selected candidate in the On-the-job training completed (or was close to) completing it successfully.[3]</p> <p>[1] Kohnstamm Instituut, 'Nieuwkomers in het primair en voortgezet onderwijs', https://open.overheid.nl/documenten/ronl-187f09e3b46e6175b491a2c4bd761c957e7275d1/pdf, last accessed on 10 February 2025. [2] Radar Advies, 'Rapportage onderzoek uitvoering eerste fase Wi2021', March 2024.</p>
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[3] Berenschot Groep 'VIA: Evaluatie pilots voor statushouders bij Liander en Stedin', https://openresearch.amsterdam/image/2024/11/11/evaluatie_pilots_voor_statushouders_bij_liander_en_stedin.pdf, last accessed on 10 February 2025.

12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.

The following challenges have been reported concerning the delivery of VET to applicants and/or beneficiaries of international protection in the Netherlands;

Language barriers: Vocational education programmes (MBO) have a Dutch language requirement for admission (except the EVA entry course see Q1). This can create a barrier for applicants and beneficiaries of international protection to apply and participate.[1] Next to that, in a report commissioned by the Ministry of Education, Culture, and Science (OCW) about the education for newcomers from 2022, it was found that professionals in vocational education noticed that students drop out of internships or have difficulty finding internships when their Dutch language skills are limited.[2]

On top of that language barriers on the working floor itself may also pose a challenge. An evaluation of the on-the-job learning project with employers Liander and Stedin (see Also Q1, Q2 & Q11) concluded that language barratries posed a social, as well as, a learning barrier during the training program.[3]

Transition form the transitional classes (ISK) to vocational education (MBO):
One of the main challenges in delivering VET to applicants and beneficiaries of international

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protection is improving collaboration between International Transition Classes (ISKs) and vocational education (MBO). In a handbook from LOWAN (see Q1) the need to improve the transition from ISK to MBO is highlighted. The transition from ISK to MBO is namely not always smooth in practice. Key obstacles include language barriers, the Dutch language exam requirements in MBO, and the lack of additional funding and facilities to support these students effectively.[4]

Overcrowding of the transitional classes (ISK):

Another challenge is the overcrowding of International Transition Classes (ISKs). Due to capacity issues and a shortage of qualified staff, some young people are left without a place in these schools or receive a shorter period of education at the ISK than necessary. This negatively impacts their language acquisition and overall preparedness for further education, including vocational training (MBO), making their transition to the labour market more difficult.[5]


[1] Social and Economic Council, <https://www.ser.nl/nl/thema/werkwijzer-vluchtelingen/opleiding/wetten-regels>, last accessed 28 January 2025.

[2] Kohnstamm Instituut, 'Nieuwkomers in het primair en voortgezet onderwijs' p.68, <https://open.overheid.nl/documenten/ronl-187f09e3b46e6175b491a2c4bd761c957e7275d1/pdf>, last accessed on 10 February 2025.

[3] Berenschot Groep 'VIA: Evaluatie pilots voor statushouders bij Liander en Stedin', https://openresearch.amsterdam/image/2024/11/11/evaluatie_pilots_voor_statushouders_bij_liander_en_stedin.pdf, last accessed on 10 February 2025.

[4] LOWAN, 'In gesprek over doorstroom ISK naar MBO', <https://www.lowan.nl/wp-content/uploads/2020/02/LOWAN-doorstroom-naar-MBO-hoog.pdf> last accessed on 25 February 2025.

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			<p>[5] Information provided by the Ministry of Education, Culture, and Science (OCW) on 17 February 2025; see also answers provided by the Minister to parliament on 4 April 2023 ah-tk-20222023-2154.pdf.</p>
	<p>EMN NCP Poland</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>The Office for Foreigners, which is the authority responsible for examining applications for international protection, does not provide VET programmes. The Office supports applicants in the field of informing about the labour market, rights and obligations, practical tips which main purpose is to prepare foreigners to look for a job on their own or participate in vocational courses.</p> <p>Persons applying for international protection in Poland who have been granted social assistance may benefit from monthly allowance to cover the costs of stay on their own. These funds are primarily paid by the Office for Foreigners to cover the costs of accommodation, but they can also be used by foreigners for another purpose of their choice.</p> <p>Persons applying for international protection in Poland who have been granted social assistance can participate in Polish language classes, which are organized in centers for foreigners, in Warsaw and online. The implementation of a comprehensive Polish language learning program supports integration and adaptation processes and contributes to the growth of linguistic and real-life competences by achieving communicative skills by foreigners in</p>

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			<p>everyday life situations, taking into account situations typical for immigrants.</p> <p>One of the topics discussed during Polish language classes are issues related to the labour market, including job interviews, professional experience, and searching for job advertisements. The curriculum includes, among others the acquisition and development of basic skills, such as presenting oneself, one's experience, competences and simulating communication situations during a job interview.</p> <p>Foreigners can take part in orientation courses organized in the centers. During these classes, in addition to basic information about the rights, obligations and customs in Poland, topics related to the labour market are discussed. Participants can learn about the forms of job search, how to prepare application documents, how an interview looks like, or what support can be obtained at the Labour Office. This knowledge is consolidated by didactic materials that are given to foreigners in the centres.</p> <p>Information on the labour market is also made available in the "Refugeebook" mobile application, which contains content related to, among others, social assistance, the procedure for granting international protection, basic information about Poland and information about the labour market. This tool also allows to provide up-to-date information important from the point of view of foreigners, by adding news and notifications. The application is made available to foreigners through a QR code placed in letters and on information posters hung in centres for foreigners and at the foreigner's service point.</p> <p>Also support in access to the labour market for foreigners in the centres run by the Office for Foreigners is provided by non-governmental organisations, which carry out mainly activities related to career counselling.</p> <p>As far as jurisdiction of the Ministry of Labour and Social Policy of Poland is concerned, the</p>
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			<p>following information has been provided (to this and the following questions): Foreign students are entitled to benefit from education and care in all types of public schools, including vocational education and training schools (VET), up to the age of 18 under the equivalent conditions as Polish citizens/students.</p> <p>Education in these types of schools is free of charge. A decision of admission of a foreign student(s) to a school, including a VET school, is based on documents confirming school attendance in another country or completion of the most recent stage of education, without the need to validate these documents. In the absence of such documents, a foreign student may be admitted to a school on the basis of a statement of the completed years of education. Such declaration may be made by parents/guardians, or other persons taking care of the student.</p> <p>The same is true with adults coming from abroad who have been granted temporary protection. They benefit, under the same conditions as Polish citizens, of free education in (VET) schools and from continuing education in the form of qualifying vocational courses. Other foreigner may be charged for receiving education in schools providing vocational education or, for benefiting from life-long training in the form of qualifying vocational courses. The amount of the fee and the method of payment shall be determined by the school authority. The school authority may take into account the possibility of total or partial exemption from this fee, bearing in mind expected costs of education.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p>
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			<p>No</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>In the case of applying for admission to a public vocational secondary school or a public post-secondary school, it is required to have certificate of completion of a basic vocational education. In the case of applying for admission to a community college, it is required to have certificate of completion of high school or secondary vocational education. In above mentioned cases there is a formal administrative procedure aimed at recognizing the level of education of candidates, in accordance with the Polish law. If a person coming from abroad, for various reasons, is unable to submit the original or a duplicate certificate confirming the appropriate level of education, then the candidate may be admitted to the school providing vocational training on the basis of an administrative decision confirming the appropriate level of education. Such a decision shall be made by the competent curator of education.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>No</p>
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5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.

If necessary, foreign students attending VET schools can benefit from supplementary classes of the language of instruction (Polish). Currently, students from Ukraine are entitled to at least 4 lessons per week, conducted individually or in groups of no more than 15 students.

Another solution aiming to facilitate education for foreign students is setting education process in a preparatory classes; in these classes the scope of the teaching material may be adapted to the student's psychophysical abilities. In a preparatory class organized in the VET schools of first or second degree, a foreign student can attend activities designed to achieve selected learning outcomes specified in the core curriculum of vocational education. These activities can be adapted in terms of the scope of teaching content and methods of implementation, depending on students' developmental and educational needs and their psychophysical abilities. If foreign students' language proficiency is not sufficient to follow learning process (including VET schools), the Polish educational system allows to employ persons speaking Ukrainian to support them.

In addition, Ukrainian citizens taking the final professional exam can be granted an extraordinary adjustment of the conditions for conducting the exam. This consist of extending the time frame of exam by no more than 30 minutes, possibility of taking the exam in a separate room, ensuring the presence of a specialist, e.g. a psychologist, or educator (when it is necessary to get proper contact with the examiner). In order to be granted this adjustment, a student must receive a positive opinion of the school's pedagogical council under the form of a document confirming the entitlement of this Ukrainian citizen to be granted this exemption.

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			<p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>No</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>No</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)?</p>
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			<p>YES/NO. If yes, please describe them in more detail.</p> <p>No</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>The table below presents the largest groups of foreigners who attend public VET schools as of 30 September 2022/2023-2024/2025 according to the Education Information System (SIO) database as at 11 February 2025; these foreign students are granted one of the following statuses:</p> <ul style="list-style-type: none">- a person who has been granted refugee status or a member of his/her family- a person granted subsidiary protection or a member of his/her family- a person who has been granted temporary protection on the territory of the Republic of Poland- family member of the applicant for international protection. <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>Use of new digital technologies in vocational education and training of foreign pupils: The Integrated Educational Platform (IEP, https://zpe.gov.pl/) offers multimedia educational</p>
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materials for all students, including those with migration background. In the field of vocational training, the above-mentioned platform contains multimedia materials for learning a professional foreign language, primarily English, and in some professions also German, French, Spanish and Russian. The IEP also contains materials for career counselling: multimedia materials and professional films presenting professional tasks, 360-degree films being a form of virtual walk around the plant / workplaces and professional quizzes for individual professions in given industries.


These materials are split into three levels, depending on advancement of educational process: pre-orientation (kindergartens and early childhood education), vocational orientation (grades IV-VI of primary schools) and career counselling (grades VII and VIII of primary schools and secondary schools and adults).

There is also an website www.infozawodowe.men.gov.pl, which is a source of information about the professions of vocational education, and forms and modalities of training and vocational counseling. By default, the information and resources available on this website can be used by foreign pupils and their parents, as well as by adults coming from abroad wishing to retrain or improve their professional qualifications.

12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.

The biggest challenge is the language barrier.

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	<p>EMN NCP Portugal</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>If we consider the reception under Resettlement/Relocation Programmes, which are based on cooperation protocols signed between the Agency for Integration, Migration and Asylum (AIMA) and host organisations for a period 18 months, it is up to each Reception Entity to manage the financial support of Lump Sums transferred for the reception and integration of each beneficiary. Among other elements, that entity must ensure adequate education and vocational training.</p> <p>Therefore, host organisations are responsible to find the best vocational training opportunities available in the community. These offers are generally the same as those available to nationals, either through courses provided by the Employment and Vocational Training Institute, which are free of charge, or through scholarships to attend higher education or vocational courses.</p> <p>AIMA establishes partnerships with organisations that promote training and professional integration for migrants - applicants and beneficiaries of international protection can also be candidates -, mainly with work-based training courses, for example with Turismo de Portugal.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes</p>
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			<p>are currently in highest demand in the labour market?</p> <p>Yes, not only for applicants and beneficiaries of international protection but also for migrants in general, especially in the hotel and restaurant industry.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>Citizens can initiate processes for the validation of competences for the whole degree or for the equivalence of modules. This process is not always straightforward, since in most cases there are no original documents from the country of origin. However, host organisations support citizens in this process.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>Host organisations search the communities for the best vocational training solutions for this public. Sometimes there are specific projects for certain characteristics, but in general they are aimed at migrants and applicants for and beneficiaries of international protection. There is a specific project in one region of the country for young people to start training in a</p>
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			<p>work context, receiving a monthly stipend that keeps them motivated to attend school and then continue their training in the factory during non-school hours. This project allows for a high employability rate when they reach adulthood and finish school.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>The support provided by the state has already been described in question 1.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>No. The programs that exist and that applicants or beneficiaries of international protection can access, benefiting companies, are the same as those that exist for vulnerable groups in general. For example, the CEI+ program in which the IEFP provides part of the remuneration.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe</p>
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			<p>them.</p> <p>No. Similar to the previous question.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>No.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>As referred in question 4, it is the responsibility of the host organisation to match applicants and beneficiaries with the training opportunities that best suits their profile. In this sense, we do admit the existence of such initiatives.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular</p>
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			<p>VET programmes they applied for.</p> <p>Yes, only citizens who arrived in Portugal from Resettlement and Relocation: Afghanistan - 33 Syria - 31 Iraq - 28 Sudan - 8 Somalia - 7</p> <p>The programs with the most registrations were CEI+ promoted by IEFPP, Refutur promoted by Turismo de Portugal and the work-based training project promoted by DST Group.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>The 3 programs described above are clearly good practices. The CEI+ is a general measure for people in vulnerable situations and allows them to enter the job market, in a shared responsibility between the hiring entity and the promoter of the program, the IEFPP. Citizens who would normally have little chance of finding work due to certain characteristics, such as language, low qualifications or physical or intellectual disability, have an opportunity to be socially integrated. The Refutur, promoted by Turismo de Portugal, is a vocational training course with two phases, classroom training and on-the-job training, with a high employability rate in the areas of catering and hospitality. The course content mixes integration modules such as language or culture learning with hotel and restaurant modules. The work-based training project, promoted by DST Group, allowed young people with high</p>
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			<p>levels of school absenteeism to combine school attendance with work-based training in the field, which was highly motivating for their future personal project. Beneficiaries receive a significant scholarship, with requirements such as no absences from school, which allows these young people to attend school but also earn an income, which is a priority for many of them. This program also had a high employability rate.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>The small number of specific programs for applicants and beneficiaries of international protection, who have specific characteristics and needs.</p> <p>The language, the existing training courses use Portuguese and English as a base, and the majority of applicants and beneficiaries of international protection in Portugal, such as Afghans and Syrians, don't even share the same alphabet, which makes it difficult to pass on the content.</p> <p>The difficulty in validating skills means that applicants and beneficiaries of international protection may end up taking courses below their educational level, which can lead to demotivation and course dropout.</p>
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	<p>EMN NCP Serbia</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>In accordance with the Regulation on inclusion of persons who have been granted the right to asylum in social, cultural and economic life, a person granted the right to asylum is provided with assistance regarding inclusion in the labour market in the form of:</p> <ol style="list-style-type: none"> 1) assistance in obtaining necessary documents required for registration with the National Employment Service and employment agency; 2) assistance in initiating the procedure for the recognition of foreign diplomas and certificates; 3) provision of inclusion in additional education and training in accordance with the needs of the labour market; 4) assistance in inclusion in measures of active employment policy. <p>The measures shall be provided in cooperation with the National Employment Service, while additional education and training shall be provided by organizations and institutions certified for such type of education.</p> <p>Trainings for different occupations are often organized in cooperation with NGOs or UNHCR and financed by their projects.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p>
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			<p>National Employment Service, as state founded employment agency, organizes VET periodically as a measure foreseen by the national employment policy.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>NO. All beneficiaries in need for VET can attend the course if they fulfil mandatory requirements (elementary school/literacy and sufficient knowledge of Serbian language).</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>NO</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes,</p>
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			<p>please describe them in more detail.</p> <p>Commissariat for Refugees and Migration in cooperation with National Employment Service and UNHCR organizes information sessions for the applicants for international protection while they are still in the asylum procedure. Those sessions include information about possibilities for VET. In addition, integration counsellors provide information and work on motivation with beneficiaries of international protection to participate in trainings if it will contribute to the more efficient integration into society.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>NO.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>NO.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them</p>
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			<p>to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>NO.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>YES.</p> <p>The National Employment Service provides Training for starting own business. The training is an introduction to the world of entrepreneurship, and participants are provided with advisory and informational support with which they will successfully step into self-employment. The training consists of several modules: basics of entrepreneurship, legal aspect of entrepreneurship, economic aspect of entrepreneurship and workshop on business plan. The training is organized both in person and online. In addition, participants are presented with the characteristics of the local labour market. Based on the MoU between Commissariat for Refugees and Migration, National Employment Service and UNHCR, the training is occasionally organized specifically for asylum seekers.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular</p>
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			<p>VET programmes they applied for.</p> <p>YES.</p> <p>The integration support is available one year after positive decision is issued. Inclusion in VET is one of possible support modalities. During this period data on provided incentives are available. In last three years, main nationalities were Syria, Iran, Burundi, Ukraine and Afghanistan and most popular occupations were hairdresser, cook and working machine operator.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>Cooperation with IKEA is example of good practice. IKEA organize apprenticeship for beneficiaries of international protection interested to work in trade sector. Those who demonstrate good progress and skills after training period may stay and become IKEA employee.</p> <p>UNHCR and Commissariat have established good cooperation with "For Refugees" network of employers who are interested to support those granted asylum in integration in the labour market.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p>
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			<p>Knowledge of Serbian language is main obstacle for integration. This concern to the participation in VET as well. Because of this, learning of Serbian language is starting even during asylum procedure.</p>
	<p>EMN NCP Slovakia</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>Applicants for international protection cannot be yet enrolled at the Office of Labour, Social Affairs and Family as job seekers, so they cannot take advantage of the active labour market measures. They can attend the vocational school or can potentially enrol in the vocational training (re-training course) financially covered from the AMIF funded project of the NGO operating in the asylum facility.</p> <p>Support for the integration of beneficiaries of international protection through the labour market in the Slovak Republic is regulated in Act No. 5/2004 Coll. on Employment Services. Third-country nationals who have been granted asylum or subsidiary protection are included in the group of disadvantaged jobseekers for the purpose of providing employment services through active labour market measures, while supporting their employment.</p> <p>Active labour market measures also include education and preparation for the labour market, i.e. theoretical or practical preparation of a job seeker that is required for his or her employment in the labour market and which enables the acquisition of new professional</p>

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			<p>knowledge, skills and abilities for the purpose of employment in a suitable job.</p> <p>The Office of Labour, Social Affairs and Family may provide a job seeker with education on the basis of an assessment of his/her abilities, work experience, professional skills, level of education and medical fitness for work, in particular in the event of a lack of professional knowledge and professional skills, the need to change knowledge and professional skills due to the demand on the labour market or even the loss of the ability to perform work activities in the previous job (Article 46 (1) of the Employment Services Act). A job seeker is provided with education free of charge on the basis of an agreement concluded with the Office of Labour.</p> <p>There are no training programmes exclusively for the beneficiaries of international protection. All vocational training programmes and projects are intended for registered jobseekers, who may also be a person with subsidiary protection or a third-country national who has been granted asylum. The training programmes are however only in Slovak language, so for the beneficiary to make use of it he/she should speak Slovak.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>No as for the applicants for international protection. As for beneficiaries, active labour market measures also include projects and programmes to support the integration of third-country nationals who have been granted asylum or who have been granted temporary protection, with the aim of facilitating their social inclusion and integration into the labour market by providing tools and services supporting the improvement of their employability and labour market opportunities, implemented by the Central Office of</p>
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			<p>Labour, Social Affairs and Family (Article 54(6) of the Employment Services Act).</p> <p>The Central Office of Labour and the Office of Labour may provide education and training for the labour market in national or pilot projects of education and training for the labour market approved by the Ministry of Labour, Social Affairs and Family of the Slovak Republic. The Central Office of Labour and the Office of Labour ensures the development of labour market education and training projects for jobseekers in order to supplement, deepen or expand their professional knowledge, skills and competences so that they meet the requirements for the performance of work activities in jobs according to the demand on the labour market.</p> <p>Education and training for the labour market may also be provided to a job seeker by a legal entity or a natural person who performs or provides activities under the Employment Services Act, in particular in employment mediation, professional counselling services, education and training for the labour market, on the basis of a written agreement with the Central Office of Labour (Article 46 (3) of the Employment Services Act).</p> <p>None of these instruments are exclusively aimed at beneficiaries of international protection.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>No as for the applicants for international protection. As for the beneficiaries, when determining the content and scope of education and training for the labour market, the Office of Labour is using the current level of professional knowledge,</p>
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			<p>skills and abilities of the job seeker or employee, so that they are effectively used in the acquisition of new professional knowledge, skills and abilities, but does not specifically verify them.</p> <p>The education and training for the labour market for the purposes of the Employment Services Act does not constitute an increase in the level of education and preparation for the performance of special professional activities requiring professional competence under a special regulation.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>There are no specific VET programmes for this category. In general education of foreigners is regulated by the Article 146 of the School Act (No. 245/2008). At the same time the new Act on Education of Adults (No. 292/2024) regulates possibilities for persons reaching the age of 16 to participate in education of adults.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p>
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			<p>Applicants for international protection cannot be yet enrolled at the Office of Labour, Social Affairs and Family as job seekers, so they cannot take advantage of the active labour market measures, including related e.g. reimbursement of travel expenses. Mentioned costs can be potentially financially covered from the AMIF funded project of the NGO operating in the asylum facility.</p> <p>As for the beneficiaries, as long as a beneficiary of international protection is registered as a job seeker, he or she has equal access to all services and allowances. On the basis of an agreement on education and training for the labour market, the Office of Labour provides a job seeker to whom it provides education and training for the labour market, reimbursement of travel expenses for transport from the place of permanent residence or from the place of temporary residence to the place of provision of education and training for the labour market and back. The reimbursement of expenses may also be provided to the job seeker by the provider of education and training services for the labour market, if it is part of the agreement, or paid by a legal entity or a natural person who performs or provides education preparation for the labour market, if it is part of the agreement. (Article 46 (5) of the Employment Services Act).</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>The dual education system in the Slovak Republic allows secondary vocational schools and employers to cooperate on practical education of pupils. Pupils of secondary vocational schools in the field of study and apprenticeship that is part of dual education can participate in the dual education system. Employers who are involved in this scheme can receive pupil</p>
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			<p>allowances and tax benefits, regardless of the nationality or status of the pupil. At the same time when realizing projects to support employers, each project has a specific target group. If the job seeker meets the conditions of the target group, the employer can be supported.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No as for the applicants for international protection. As for the beneficiaries, only projects to support employers are implemented, each project has a designated target group, if the job seeker meets the conditions of the target group, the employer can be supported. The existing incentives, which are provided by employers in the form of financial contributions, are intended to support the employment of particularly disadvantaged jobseekers, including beneficiaries of international protection.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>No.</p>
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			<p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>The Slovak Republic has only general statistics on foreigners (including EU citizens) in Slovak schools (no disaggregation according to foreigners' status is available).</p> <p>The 5 most numerous nationalities among foreigners at secondary schools in Slovakia: Ukraine – 5070 students Russian Federation – 716 students Czech Republic – 697 students Republic of Serbia – 572 students Hungary – 281 students</p> <p>The 3 most popular fields of study: 7902J00 general secondary school – 1415 students 7902J74 general secondary school (bilingual studies) – 893 students 6317M00 Business Academy – 311 students</p>
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Source: Ministry of Education, Research, development and Youth.

11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.

As for the school system, pupils have the opportunity to apply for secondary school education under the same conditions as Slovak pupils. The headteacher of a secondary school may allow foreigners to use a dictionary of a foreign language during the entrance examination or to extend the time of the entrance examination. When completing studies with a school-leaving examination, Decree No. 224/2022 Coll. on Secondary Schools lays down the adjustment of the conditions of the school-leaving examination in the language of instruction for pupils-foreigners.


Another good practice is that the Ministry of Education provides subsidies for the institutionalization and support of language education of foreigners.

There are no further information on good practices in the field of education of adult foreigners available.

12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.

The main challenge in this field is the language barrier as well as the adjustment to the Slovak

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			<p>educational system. Regarding the applicants for international protection, except the vocational schools (if they are still of the appropriate age), there is no other option organized by public authorities in this field.</p>
	<p>EMN NCP Slovenia</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>Beneficiaries have free access to the labour market and applicants gain access to the labour market after 3 months from the date of their application.</p> <p>VET programmes are available for beneficiaries of international protection under the same conditions as for Slovenian nationals, and are available for applicants after 3 months from the date of their application under the same conditions as for Slovenian nationals.</p> <p>There are no participation costs covered by public funds for the target groups. Part-time upper secondary education is fully fee-paying, and the Ministry of Education does not provide funding for any of the target groups. Both groups can register at the Register for the unemployed at the Employment Service of Slovenia the same way Slovenian nationals can and have access to the training programmes the same way.</p>

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2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?

NO

The Ministry of Education gives its consent to the enrolment places for part-time upper secondary education in accordance with the needs of the labour market (opinion given by the Chamber of Commerce and Industry, the Chamber of Craft and Small Business of Slovenia and the Employment Service of the Republic of Slovenia), regardless of who is enrolled in part-time upper secondary education.

3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).

No.

4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.


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			<p>No.</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No.</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>No.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p> <p>No.</p>
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			<p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>No.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>No.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>No.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online</p>
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			<p>courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>No.</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>No.</p>
	<p>EMN NCP Spain</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>According to the current legislation, all foreigners under the age of 18 have the right and duty to education under the same conditions as Spanish natives:</p> <ul style="list-style-type: none"> a) Access to basic, free and compulsory education and to the corresponding academic qualifications, including Basic VET. b) Access to the public system of grants and financial assistance of all kinds, such as the provision of textbooks, transport and school meals. <p>In the case of the post-compulsory education, including Intermediate and Higher level VET, the Education Authorities may facilitate access for underage foreigners who are registered in a</p>

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			<p>municipality to post-compulsory non-university education and to obtain the corresponding academic qualifications under the same conditions as Spanish natives of the same age. The Ministry of Education and VET and Sports is only responsible for the overall regulation and quality assurance of VET programs in Spain.</p> <p>Regional governments have significant autonomy in managing and delivering VET programs within their respective territories Initiatives with local organizations and NGOs to implement specific programmes are diverse and more common in municipalities that receive the greatest number of migrants.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>Please, see answers to questions 1, 3 and 12</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>A procedure for the evaluation and accreditation of professional skills acquired by work experience and non-formal training has been in place since 2009. This procedure, which is one of the core elements of the VET system, officially validates the</p>
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			<p>skills individuals have acquired through work experience or other non-formal and informal pathways. It is particularly useful if citizens have gained professional work experience but lack formal qualifications.</p> <p>The procedure for skills validation acquired through work experience is an open procedure for all professional competence standards included in the National Catalogue of Skills. Once the procedure is completed, the citizen is advised on the complementary training needed to take in order to obtain the VET Diploma.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>Please, see answers to questions 1, 3 and 12</p> <p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Please, see answers to questions 1, 3 and 12</p>
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6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.

Please, see answers to questions 1, 3 and 12

7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.

Please, see answers to questions 1, 3 and 12

8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.


Please, see answers to questions 1, 3 and 12

9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as

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			<p>a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Please, see answers to questions 1, 3 and 12</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>Please, see answers to questions 1, 3 and 12</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p> <p>Please, see answers to questions 1, 3 and 12</p> <p>12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.</p> <p>Challenges for delivering VET are the same as in the rest of the Education System: the</p>
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			<p>requirement for certain official documents such as ID, proof of relevant educational qualifications or work experience and translation of documents.</p>
	<p>EMN NCP Sweden</p>	<p align="center">Yes</p>	<p>1. How are vocational education and training (VET) programmes for applicants and/or beneficiaries of international protection, either free of charge or with participation costs partially covered by public funds, organised in your EMN Member or Observer Country? Please provide a short overview by elaborating on responsible public authorities and conditions of admission.</p> <p>Swedish vocational education and training (VET) starts after compulsory education and includes programmes at upper secondary (municipal adult education, folk high schools), post-secondary (Higher Vocational Education, HVE) and tertiary levels. To enrol in upper secondary VET programmes, learners need a sufficient number of passing grades in a lower secondary programme. Four bridging programmes offer an alternative pathway to gain access rights for upper secondary programmes. Upper secondary VET programmes are 3-year programmes. Higher 1- or 2-year VET programmes are offered at post-secondary and tertiary levels, leading to a diploma or advanced diploma in higher vocational education.</p> <p>Adult education is provided in different forms. Municipalities are in charge of adult education (Swedish - Komvux). Municipal adult education is part of the formal adult education system and provides education for adults at compulsory and upper secondary levels, with a priority for individuals with lower levels of education. Municipal adult education also includes upper secondary vocational adult education (Swedish - Yrkesvux), which provides opportunities for individuals to retrain for new professions or further develop their skills within their current profession. It also comprises adult education, including VET programmes, for persons with intellectual disabilities (Swedish - Komvux som anpassad utbildning).</p>

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All of these education programmes are free of charge. Beneficiaries of international protection can access all of these programmes, which overall aim to facilitate their entry into the Swedish labour market. Applicants for international protection do not have access to municipal adult education, including VET programmes.

Applying for Higher Vocational Education does not require a residence permit, but the information will be requested by the organiser of education / training provider before studies begin.

Some of the information was retrieved (verbatim) from CEDEFOP's (European Centre for the Development of Vocational Training) database: VET in Europe database | Vocational education and training in Europe | Sweden | CEDEFOP, last accessed 4 March 2025.

The Swedish National Agency for Higher Vocational Education's main area of responsibility includes Higher Vocational Education in Sweden (HVE) and the key function is to ensure that HVE programmes meet the labour market's needs for qualified workforce. The agency is also responsible for coordinating and supporting the national arrangements for the validation of prior learning (see Q3).

The Swedish Public Employment Service (PES) is in charge of providing support for newly arrived migrants (beneficiaries of international protection). Its introduction programme includes activities and education / training aimed at quickly integrating newcomers into the Swedish society. Under the introduction programme, newcomers receive financial compensation (introduction benefit), while participating in these activities. This financial support is crucial for helping them manage their living expenses during the integration phase. Compulsory education is part of the programme and requires those with limited education to participate in, inter alia, municipal adult education, including vocational education and

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			<p>training.</p> <p>2. Do public authorities in your EMN Member or Observer Country offer VET programmes to applicants and/or beneficiaries of international protection directly in response to existing labour market shortages? YES/NO. If yes, which occupations supported by VET programmes are currently in highest demand in the labour market?</p> <p>Yes, to beneficiaries of international protection. The government's allocation of funds to municipalities for organising regional adult education requires that they organise these based on local / regional labour market needs. The PES offers labour market training, which is intended primarily for unemployed individuals in need of re/upskilling. Labor market training programmes are short and clearly focused on an occupation facing a labour shortage. The duration of these programmes typically ranges from a few weeks to up to a year. The goal of the training is to provide participants with sufficient skills to secure employment in the relevant professional field.</p> <p>Among university-level professions with the highest demand are those in healthcare, education, engineering, and IT.</p> <p>There are also employment opportunities in occupations requiring a lower level of education, such as assistant nurse, transportation, truck driver, car mechanic, chef, as well as machine operators and assemblers.</p> <p>Additional information available on the PES's website - Vocational training - Arbetsförmedlingen, last accessed 4 March 2025. Information available in English or in English by translation tool.</p> <p>The Swedish National Agency for Higher Vocational Education's main area of responsibility</p>
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			<p>includes Higher Vocational Education in Sweden (HVE) and the key function is to ensure that HVE programmes meet the labour market's needs for qualified workforce.</p> <p>3. Do public authorities in your EMN Member or Observer Country validate prior knowledge, skills and/or competencies of applicants and/or beneficiaries of international protection before admitting them into a VET programme? YES/NO. If yes, please explain how this validation process impacts the path for applicants and/or beneficiaries of international protection to receive formal qualifications (i.e. reduced VET programme duration).</p> <p>Yes, municipalities are responsible to perform a preliminary mapping and validation of prior education, skills etc. of new arrivals (beneficiaries of international protection) in the municipality.</p> <p>If the individual is eligible and has the right to municipal adult education, there is the possibility of validation. The individual needs, however, be admitted to municipal adult education. Consequently, a student enrolled in municipal adult education can therefore be validated provided that there is a need for it.</p> <p>Validation in municipal adult education is a tool that can be used to adapt an education, shorten an education or to get a job.</p> <ol style="list-style-type: none">1. The municipality of residence is obliged to ensure that anyone wishing to have their skills assessed prior to education or testing within municipal adult education is offered an initial assessment.2. The headmaster of the upper secondary school has an obligation to ensure that a student who needs validation of their knowledge / skills is offered it. If validation is to lead to a grade, the school organises a test for the relevant course. The course can thus be shortened.
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			<p>Information retrieved from - Validering och kartläggning inom komvux - Skolverket, last accessed 4 March 2025.</p> <p>Validation for students in vocational programmes at upper secondary level is not as common as in adult education and higher vocational education. Validation is used to identify and assess a person's knowledge and skills, regardless of how they were acquired. It can help learners to have their previous experience recognised and thus shorten the duration of their education. Validation at upper secondary level may be relevant for learners who have recently arrived in Sweden (i.e. beneficiaries of international protection) and who have knowledge and experience from working life or other education that corresponds to parts of a vocational programme. This may, for example, be relevant for newly arrived children or children who have changed their educational focus. It is the responsibility of the municipality to offer validation in upper secondary schools. Pupils wishing to have their knowledge validated must contact their local authority to find out more about the process and the possibilities. The Swedish National Agency for Education sees validation as an important tool for adapting education to the needs and circumstances of the individual.</p> <p>The Swedish National Agency for Higher Vocational Education is responsible for coordinating and supporting the national arrangements for the validation of prior learning. This includes following, supporting, and coordinating the development of validation in both education and working life by:</p> <ul style="list-style-type: none">• knowledge sharing and providing comprehensive information about validation,• contribute to the long-term capacity development of providers of validation, <p>and</p> <ul style="list-style-type: none">• compiling knowledge, analyse and evaluate the results of validation. <p>The agency is also tasked with promoting the use and development of validation within the forms of education the agency is responsible for, as well as supporting sector industry validation in Sweden.</p>
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			<p>The PES assesses the knowledge and skills of beneficiaries of international protection before offering them a vocational training programme. It carries out a competence mapping to assess their previous education, work experience and skills and the real needs. In cases where applicants have foreign diplomas, the PES may refer them to the Swedish Council for Higher Education or other relevant agencies for validation. The PES pays for the translation of the educational documents, while the validation of the formal education is carried out by the National Board of Higher Education. In addition, some individuals may undergo practical skills assessments or workplace-based assessments to demonstrate their competences. To further support applicants, the PES provides guidance and counselling through external providers to help them identify appropriate vocational training pathways or work opportunities based on their experience and labour market needs. The validation of competences helps beneficiaries of international protection to make informed decisions about their career development.</p> <p>4. Do public authorities in your EMN Member or Observer Country offer specific VET programmes for minors applicants and/or beneficiaries of international protections aged between 16 and 18 years old? YES/NO. If yes, please explain the access conditions to these programmes and how these VET programmes aim to support minors in their transition to adulthood.</p> <p>Yes, both minors that are applicants and beneficiaries of international protection can be admitted to vocational programmes in upper secondary school. However, there are some limitations for applicants. In order to be admitted to upper secondary schools, young people that are applicant for international protection need to start before they turn 18 years. In Sweden, upper secondary school generally comprises three years and starts at age 16 following completion of compulsory school. There are national programmes, which require students to be qualified, and bridging programmes (as mentioned under Q1), which offer an alternative pathway to gain access rights for upper secondary programmes. Most new arrivals</p>
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to Sweden who are between the ages of 16 and 19 start with an introductory programme. These offer individuals who are not qualified for a national programme the opportunity to receive an education that will enable them to move forward in their studies or find a job. One of the introductory programmes is language introduction. This is for individuals who have just arrived in Sweden. It focuses on the Swedish language and the subjects students need to complete to be able to move on to a national programme, or to other studies. Before students start language introduction, the school will perform an assessment to map out their prior knowledge and experience. This includes their previous schooling and achievements, language and subject knowledge, and any professional experience they may have. Interpreters can be used as needed.

Students who need study guidance in their mother tongue to be able to follow the teaching in Swedish at school, have the right to receive this. This means that they receive support their mother tongue in order to follow their education path. Furthermore, students in upper secondary school that have a mother tongue other than Swedish, can study the Swedish as a second language subject instead of Swedish. Swedish as a second language has a greater focus on developing Swedish language skills. Finally, students with a mother tongue other than Swedish, may be entitled to "mother tongue tuition" in upper secondary school. The latter is offered on the grounds that a good knowledge of the mother tongue makes it easier to learn a new language.

Some of the information above was taken verbatim from the Utbildningsguiden's website: New in Sweden and aged 16–19 - Utbildningsguiden, last accessed 5 March 2025.

Additional information available on CEDEFOP's (European Centre for the Development of Vocational Training) database: VET in Europe database | Vocational education and training in Europe | Sweden | CEDEFOP, last accessed 4 March 2025.

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			<p>5. Does your EMN Member or Observer Country employ any support and/or incentives to increase access and participation of applicants and/or beneficiaries of international protection in VET programmes (i.e. monthly allowance, coverage of travel and/or accommodation expenses for applicants and/or beneficiaries of international protection, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Yes. The PES is responsible for the Introduction Programme (Swedish - Etableringsprogrammet). This is a labour market policy programme that aims to facilitate and accelerate the integration of newcomers into working life and society. By participating in the programme, their competences are assessed and validated, their knowledge of the Swedish language is strengthened and they gain valuable knowledge and experience, all of which facilitates their integration. The programme is aimed at newly arrived immigrants who have reached the age of 20 but are under the age of 66 and who have been granted a residence permit with refugee status or alternative protection status, or are a family member of someone with such status.</p> <p>The PES assesses whether a person is included in the target group for the programme and meets the other criteria for inclusion.</p> <p>A new arrival who is covered by the introduction programme may take part in initiatives for the equivalent of 24 months full-time and for a framework period of 36 months from the time they were first registered, or alternatively placed in the municipality. The time during which the participant is mapped and contributes to the establishment of a plan is not counted in either the 24 months of measures or the framework period. A referral to the introduction programme can only be given when the individual has been received in a municipality. Persons who have a residence permit but are staying in a facility accommodation cannot participate in the introduction programme.</p>
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			<p>These are the main components of the programme: Mapping: An individual assessment of the participant's skills and needs is made at the beginning. Action plan: An individual action plan is drawn up to plan the participant's activities. Swedish for Immigrants (SFI): Compulsory training to learn Swedish, provided by the municipality. Civic orientation: Learning about Swedish society, provided by the municipality. Work-related interventions: Practical training and / or validation of professional skills. The activities are tailored to individual needs. The PES'S website: Vocational training - Arbetsförmedlingen, last accessed 11 March, (information in English)</p> <p>6. Do public authorities in your EMN Member or Observer Country offer incentives (i.e. financial compensation, etc.) to employers for employing applicants and/or beneficiaries of international protection in apprenticeships to foster on-the-job components in VET programmes? YES/NO. If yes, please explain.</p> <p>Yes, to beneficiaries of international protection. The PES is offering "work experience placement" aimed to increase job seekers' chances of finding employment. Experience in a workplace can also be a useful option for those preparing to start their own business. Work experience placement means that candidates try out working in a workplace. By gaining work experience, they maintain and strengthen their skills. New arrivals (beneficiaries of international protection) that have a profession or trade, but have little or no experience of Swedish working life, can have their competence assessed by a supervisor during the work experience. The assessment takes up to three weeks and can be done at a workplace, a</p>
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			<p>vocational college or similar.</p> <p>A work experience placement is for those who need to gain work experience and increase their chances of getting a job. Candidates need to be registered as a job seeker with the PES and fulfil at least one of a variety of other criteria. Beneficiaries of international protection are eligible if enrolled in the introduction programme or have completed it, but they can be eligible for work experience placement also by other criteria such as various age thresholds and their unemployment situation.</p> <p>The PES assesses whether a work experience placement would be a suitable support measure for the candidate.</p> <p>Candidates then need to find a work experience placement, either by their own or with support from the PES. Placement can be with a company, organisation, or government agency. The workplace must be a legal entity or an individual engaged in business. The PES plans the work experience placement together with the candidate and the employer. Upon completion candidates receive a certificate from the work experience place that describes their experience. If the work experience placement includes an assessment of their professional competence, they will receive a written result of the assessment. Candidates in work experience placement are eligible for a benefit from the Social Insurance Agency.</p> <p>The PES's website: Arbetspraktik - Arbetsförmedlingen (in English with a translation tool), last accessed 5 March 2025.</p> <p>7. Are there any additional incentives offered to employers for employing applicants and/or beneficiaries of international protection who completed a VET programme (i.e. mentorships are provided by public authorities in the workplace, etc.)? YES/NO. If yes, please describe them.</p>
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			<p>Yes, the PES offers three different (mainstreaming) programmes to this end. These are mainstream measures, for which beneficiaries of international protection are eligible.</p> <p>Firstly, "New start jobs" (Swedish – Nystartsjobb) aim to give job seekers that have been away from working life for a long time a chance to come back again. These opportunities are also aimed at people that are not yet integrated into the labour market (i.e. beneficiaries of international protection). Employers who hire someone as part of this scheme will receive a contribution towards their pay. A new start job can be either permanent or temporary and either full or part-time. Participants need to be at least 20 years old and registered job seekers.</p> <p>The PES's website: Nystartsjobb - Arbetsförmedlingen, last accessed 5 March 2025.</p> <p>Secondly, "Introductory jobs" (Swedish – Introduktionsjobb), which intend to make it possible for candidates to combine work and studies. These are jobs with a private or public employer that give candidates a chance to enter the world of work. The employer receives a contribution towards their pay. An introductory job can be either permanent or temporary. An introductory job can often be combined with training and education, such as a vocational course, upper secondary school studies in order to take the upper secondary school exam, studies in Swedish or another suitable form of supplementary training and education. An introductory job can be extended up to a maximum total of 24 months. Introductory jobs are for those who have been unemployed for a long time or who are new arrivals in Sweden, including beneficiaries of international protection.</p> <p>The PES's website: Introduktionsjobb - Arbetsförmedlingen, last accessed 5 March 2025.</p> <p>Finally, the PES offers "Labour market entry agreement" (Swedish – Etableringsjobb). These are specifically for those who have been unemployed for a long time or who are new arrivals (beneficiaries of international protection) in Sweden. Candidates need to find an employer themselves who wants to hire you for an introduction job.</p>
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			<p>The introduction job is a temporary, full-time job that lasts for two years with an employer with a view to make it a permanent position for the candidate. Candidates can receive compensation for a labour market entry agreement if they are 20 years old, unemployed, and a jobseeker with the PES. In addition, they need to fulfil one of a variety of other criteria, for example participation in the introduction programme or having been granted a residence permit in the past 36 months.</p> <p>The PES's website: Etableringsjobb - Arbetsförmedlingen, last accessed 5 March 2035.</p> <p>8. Does your EMN Member or Observer Country impose obligations on applicants and/or beneficiaries of international protection participating in VET programmes (i.e. requiring them to successfully complete the VET programme within a certain time period)? YES/NO. If yes, please describe the existing obligations and the sanctions imposed in case of failure to meet them.</p> <p>Yes. The PES has set up conditions that job seekers / candidates need to fulfil to receive their (full) financial compensation. Participants in a programme that receive activity support, development allowance or an introduction benefit need to continue looking for work and submit an activity report to the PES monthly. Otherwise, they may be issued with a warning. If this happens several times, they may be left without compensation for one or more days. Additionally, participants need to report any absence (sick leave, leave to care for a sick child). These conditions also apply for participants in the introductory programme, and the individual action plan can include activities that are compulsory for the participant, such as to pursue an education / training. Compulsory education applies, inter alia, to participants in the introduction programme and those without an upper secondary education. Failure to comply with these compulsory activities (for example apply too late for a training / education path) can result in a warning or a deduction from their activity support, development allowance, or</p>
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			<p>introduction benefit. The PES's website: When you take part in a programme - Arbetsförmedlingen, last accessed 5 March 2025.</p> <p>9. Do public authorities in your EMN Member or Observer Country offer trainings on entrepreneurship skills or on starting a business for beneficiaries of international protection as a part of VET programme (i.e. tutorials on preparing financial documents, paying taxes, etc.)? YES/NO. If yes, please describe them in more detail.</p> <p>Yes. The Swedish National Council of Adult Education offers programmes and support of entrepreneurship education to primary school level, upper secondary school level. In Sweden, entrepreneurship is found in the first chapter of the curricula of compulsory school, upper secondary school and municipal adult education, where it is stated that all pupils should have the opportunity to develop knowledge, skills and attitudes that promote entrepreneurship. In addition, entrepreneurship is a subject and course in the syllabuses for both vocational programmes and university preparatory programmes, as a compulsory or elective course. It focuses on either running a project or a fictitious company with the aim of gaining knowledge, skills and motivation that promote entrepreneurship.</p> <p>The PES offers Enterprise start-up support (Swedish - Starta eget, stöd till start av näringsverksamhet) for those who wish to start up a business, alone or together with others. The prerequisite for receiving the support is that the business concept has a potential to be profitable and will provide the candidate with a long-term income. Candidates need to be job seekers and also need to fulfil a number of other criteria. This is a mainstream measure, and people enrolled in the introduction programme (i.e. beneficiaries of international protection) are eligible for this support measure.</p>
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			<p>Information retrieved from the PES's website: Starta eget, stöd till start av näringsverksamhet - Arbetsförmedlingen, last accessed 5 March 2025.</p> <p>10. Does your EMN Member or Observer Country have data on the number of applicants and/or beneficiaries of international protection who have participated in VET programmes offered by public authorities, over the past three years? YES/NO. If yes, please if possible disaggregate them by five most prominent nationalities and identify the three most popular VET programmes they applied for.</p> <p>2023: Top 5 nationalities: Syria (Health and social care, Child and recreation, Restaurant management and food), Eritrea (Health and social care, Child and recreation, Vehicle and transport), Afghanistan (Health and social care, Child and recreation, Restaurant management and food), Somalia (Health and social care, Child and recreation*), Iraq (Health and social care, Child and recreation, Restaurant management and food) Total 35 456. *) No information on third most popular programme.</p> <p>2022: Top 5 nationalities: Syria (Health and social care, Child and recreation, Restaurant management and food), Eritrea (Health and social care, Child and recreation, Vehicle and transport), Afghanistan (Health and social care, Child and recreation, Restaurant management and food), Somalia (Health and social care, Child and recreation*), Iraq (Health and social care, Child and recreation, Restaurant management and food). Total 35 330. *) No information on third most popular programme.</p> <p>2021: Top 5 nationalities: Syria (Health and social care, Child and recreation, Restaurant</p>
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			<p>management and food), Eritrea (Health and social care, Child and recreation, Vehicle and transport), Afghanistan (Health and social care, Child and recreation, Restaurant management and food), Somalia (Health and social care, Child and recreation, Restaurant management and food), Iraq (Health and social care, Child and recreation, Restaurant management and food). Total 33 929.</p> <p>Disclaimer/explanation: Statistics were provided by Statistics Sweden (the Swedish National Agency for Education) as reported by The Swedish Migration Agency. Statistics are based on data from vocational education and training in municipal adult education only. More specifically, it was compiled from data on 12 national VET programmes with curricula set by the agency or local / regional education providers. Vocational education and training in upper secondary school (16- to 19-year-olds), folk high schools, post-secondary (Higher Vocational Education, HVE) and tertiary levels are not included. Furthermore, vocational education and training provided in the framework of labour market policy programmes are not included. Data is based on a somewhat larger group than beneficiaries of international protection. Whilst this group and their family members constitute the largest group, data also includes persons who were issued residence permits on compassionate grounds (humanitarian protection statuses). Since applicants of international protection cannot access municipal adult education there are no statistics provided for that group. Data on nationality (citizenship) is not available from school records. The data entered refers to country of birth. Hence the statistics provided do not equal nationality. Statistics refer to the number of persons enrolled in vocational education and training in municipal adult education each particular school year.</p> <p>11. Can you share any good practices in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection (e.g. online courses, etc.)? YES/NO. If yes, please list up to three good practices.</p>
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			<p>Yes. The Swedish Association of Local Authorities (SALAR) and Regions and the Swedish National Agency for Education have provided examples of good practices.</p> <p>1. SALAR has highlighted the IMprove development project, which ran in 2019-2022 in municipalities and schools. The project tested methods and working methods to boost the throughput in their introduction programmes (i.e. the bridging programmes aimed at new arrivals / beneficiaries of international protection explained in Q1 and Q4).</p> <p>At the school, development work has focused on revising the education plan to support both study and employability goals. The school has also worked on improving the mapping process, designing and monitoring Individual Study Plans (ISPs) and developing teaching, not least in relation to newcomer language development and links to vocational training. The background to the school's development of these introductory vocational programmes was the recognition that there were many students, especially newcomers, who would not be able to achieve eligibility for a national programme in just three to four years. The vocational specialisations in the introductory programmes provided an opportunity for these students to receive vocational training during their upper secondary education, enabling them to enter the world of work more quickly.</p> <p>The Swedish Association of Local Authorities and Regions: Exempel på utvecklingsarbete i projektet IMprove, last accessed 5 March 2035.</p> <p>2. SALAR has highlighted the YrkIN development project, which ran from February 2018 through 2020, and aimed at strengthening the connection between the introduction programmes and the labour market. The project was implemented in twelve municipalities throughout Sweden.</p> <p>The availability of different adaptations and supports based on the different needs of the</p>
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students was consistently highlighted as a success factor in all municipalities that participated. As the absolute majority of the students participating in the project were newly arrived, various forms of language support in the form of study guidance, vocational training, etc. were provided. However, it also included quite extensive holistic support in various areas that affected the students' school situation. In addition to pedagogical support, this could include coaching and support in their daily lives to manage and coordinate various contacts related to their living situation, leisure time, guardians or carers and other actors to access additional support measures outside school.

The Swedish Association of Local Authorities and Regions: YrkIn-Inspirationsmaterial.pdf, last accessed 5 March 2025.

3. The Swedish National Agency for Education has highlighted good practices identified in its reviews of the language introduction programmes (aimed new arrivals / beneficiaries of international protection).

To meet the need for further education pathways, many education providers have increased the number of places both in upper secondary school and municipal adult education. All the education providers reviewed have identified a need for programmes that combine language learning with vocational training and have taken various measures to meet this need. For example, by increasing the number of places in other introduction programmes and vocational programmes in upper secondary school. Starting in the autumn term of 2018, several municipalities have launched so-called vocational packages at upper secondary school, where pupils study Swedish as a second language or Swedish for immigrants (SFI) combined with upper secondary vocational courses in, for example, care, catering, construction, cleaning and caretaking. It is also common for municipalities to meet the need for places in upper secondary schools and upper secondary vocational programmes through cooperation agreements with other municipalities.

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The Swedish National Agency for Education: Fortsatta utbildningsvägar efter språkintröduktion (2019), last accessed 5 March 2025.

12. What are the main challenges identified by public authorities in your EMN Member or Observer Country concerning the delivery of VET to applicants and/or beneficiaries of international protection, (i.e. training of VET teachers with knowledge on cultural responsiveness, language barriers, etc.)? Please list up to three challenges.

The Swedish National Agency for Higher Education has highlighted the shortage of vocational teachers and organising mother tongue tutoring as challenges. The latter refers to situations where pupils with another mother tongue than Swedish are entitled to tutoring in their native language.

Firstly, many vocational teachers are not trained teachers, but experts in their field who teach.

Another challenge is organising for mother tongue tutoring. Co-operation between subject teachers and mother tongue tutors is important for a newly arrived student to develop language and subject knowledge in parallel. This can be a challenge in vocational programmes, where the vocational teacher is sometimes the sole teacher in their subject at a school, which is particularly the case in small towns

The Swedish National Agency for Education: Fortsatt brist på behöriga lärare och förskollärare - Skolverket, 28 January 2025, last accessed 5 March 2025.

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