

CATALAN COMMISSION FOR REFUGEES

**INFORMATION AND
ORIENTATION MATERIALS
AND MODULES FOR THE
PROVISION OF
ORIENTATION TRAINING
TO ASYLUM SEEKERS AND
BENEFICIARIES OF
INTERNATIONAL
PROTECTION IN SPAIN**

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STUDY ON AVAILABLE INFORMATION AND ORIENTATION MATERIALS AND MODULES FOR THE PROVISION OF ORIENTATION TRAINING TO ASYLUM SEEKERS AND BENEFICIARIES OF INTERNATIONAL PROTECTION IN SPAIN

1. Introduction

This is the second report of the project “Enhancing the integration of women, beneficiaries of international protection by development and implementation of multifaceted integration trainings”. This project aims to foster the integration of migrant women (in particular beneficiaries of international protection) by design and conduct comprehensive integration trainings. After having conducted a scoping report on institutional mechanism for provision of legal, civic and cultural orientation training to migrant women and on training needs of migrant; this report is focused on “Available Information and Orientation Materials and Modules for the provision of orientation training to asylum seekers and beneficiaries of international protection in Spain.”

The **objective** of this report is to draft a short scoping report summarizing the main approaches and contents of the integration manuals and modules operative in Spain and provide recommendations for contents and training approaches to be applied in Bulgaria, Greece and Malta.

For this report we have collected **modules, guides, leaflets, audio-visual material and other materials** assisting the provision of information and training that facilitates the orientation and integration of asylum seekers and beneficiaries of international protection in the Spanish society. Some of this material is directed at trainers and others to asylum seekers and beneficiaries of international protection. We have grouped the different collected materials in the following topics considered essential for orientation and integration in Spain:

- Language training
- Environmental knowledge
- Legal orientation and training targeted to women
- Training for public institutions, NGOs and other organizations

The **methodology** used has been mainly desk research consisting in looking for relevant training materials in the different webpages of the main institutions and NGOs working with asylum seekers and beneficiaries of international protection as well as migrants in general. The system used during the data collection has been to contact different NGOs to request these materials. Some of these organizations have

on their website part of the materials but more material or updated material has to be provided upon request. In general, these organizations have showed its goodwill to support the study. One challenge has been finding materials particularly addressed to women because they are spread among multiple NGOs or institutions.

2. How orientation is understood in Spain?

In this section a general overview of what is understood for orientation in Spain will be provided. First, it is important to mention that the general framework for orientation in Spain conceives this orientation **connected to integration**. Orientation, in a wide sense, is given during all the integration process through public institutions and private entities but has a prominent role during the first reception when it takes an utmost importance. **The sense of orientation will change depending on the stage of the integration process of the person and will vary from giving the most basic information to attend newcomer's needs when they have just arrive, to orientation centred in socio-labour integration in most advanced integration stages.**

Orientation is not conceived as a stand-alone topic but rather as a **tool that leads to integration**, process that can last for some years, reaching the second or third generation, and in some cases it goes beyond the citizenship acquisition. Orientation is an **essential element in the first reception**, as the first stage of the integration process. This first reception phase has crucial importance in migratory paths. It implies a comprehensive assistance that allows access to basic life conditions and promotes social, cultural and political participation of the newcomers in its process of incorporation into Spanish society. At the same time, it is also important to reinforce the capacity of the society that welcomes immigrants to adapt to diversity. The reception will, therefore, imply not only the assistance directed exclusively at the target population, but also the development of tools and services that allow the support, orientation and knowledge necessary to create minimum conditions that facilitate the Integration, access to resources and social benefits and the exercise of rights and duties.

In the reception area, the main objective is to ensure that people can stand on their own and **acquire the knowledge and social, personal, linguistic or co-existence skills necessary to achieve an autonomous life**. That is why, having instruments allowing newcomers to access to social services under equal conditions and paying attention to specific situations and vulnerable groups is the key. This reception should lead to integration process that it is conceived under these requirements:

- A) Integration as a bidirectional process, of mutual adaptation that requires the active participation of all citizens, immigrants and Spaniards, as well as the

institutions of the host country. This process seeks the achievement of an inclusive society that guarantees the full economic, social, cultural and political participation of immigrants in conditions of equal treatment and equal opportunities

- B) Co-responsibility for the integration process and the management of it that must be shared by different administrations (state, regional and local level), organized civil society, including immigrant organizations and all citizens
- C) Recognition of the principles of equality and non-discrimination, citizenship, interculturality and inclusion, valid in any migration scenario
- D) Collaboration with the third sector, a key element in the development of integration policies
- E) Education as a key element for a cohesive society

This co-responsibility implies an active role of regional and local institutions as well as NGOs. Regional administrations have competences in health, education, housing, social services and assistance to minors, for example, key aspects in the inclusion process. City councils, since they represent the closest administration to the citizens, have an important role orientating newcomers arriving to their cities and referring them to the city social services or specialized organisations if needed. They also have an important role raising awareness among the local population in order to promote a welcoming and inclusive society. For all these reasons, regional administrations have their own reception laws and local governments have also adopted their reception plans and services with orientation and integration material. As for NGOs, they also have a very important role in the implementation of reception and integration policies. They have programs funded by public entities and carry out the activities planned in the reception and integration policies. The State relies on the different levels of administration and NGOs to implement newcomer's reception policies. The State, particularly delegates on NGOs the reception on asylum seekers and beneficiaries of international protection.

The State has the general competence for reception and integration of asylum seekers and beneficiaries of international protection. It also manages directly 4 reception centres for asylum seekers during the 1st phase of the program (first 6 months), as it was explained in the previous report and it is mentioned later on this report. It has a role as a funder and as a monitor establishing, a Manual for the reception policy implementation regarding asylum seekers and beneficiaries of international protection. It establishes a general intervention framework which defines common standards for every actor in charge of implementing the integration and reception State program. Moreover, it defines the core lines of the reception and integration intervention (i.e. language, labour insertion...). The Manual also aims to establish

gender equality and equal treatment as crosscutting axes, making them both present in all actions aimed at this group. In addition, all actions take into account the situation of vulnerability as transversal criteria for the selection of the beneficiaries of the State policies, as well as to define the intervention in order to cover the particular reception needs they require.

2.1 A specific framework for asylum seekers, beneficiaries of international protection and stateless people for reception and integration

There is a general framework for the reception and integration of newcomers in Spain established by the [Alien Law](#) (Ley Orgánica 4/2000, de 11 de Enero, sobre Derechos y Libertades de los Extranjeros en España y su Integración Social) and the [Citizenship and Integration Strategic Plan 2011-2014](#) (Plan Estratégico de Ciudadanía e Integración 2011-2014). At regional level in Catalonia, this general framework is established by the [Catalan Reception Law](#) (Llei 10/2010, del 7 de maig, d'acollida de les persones immigrades i retornades a Catalunya) and the "[Citizenship and Migration Plan 2017-2020](#)" (Pla de Ciutadania i de les Migracions 2017-2020).

In addition to this general framework there is a **particular reception and integration system for asylum seekers, beneficiaries of international protection and stateless people** established by the [Asylum Law](#) (Ley 12/2009, de 30 de octubre, reguladora del derecho de asilo y de la protección subsidiaria). The **Ministry of Employment and Social Security (MEYSS) is the institution responsible for the reception and integration system**. in Spain. This system, as it was explained in the previous report, is divided in 3 phases: reception, integration and autonomy. The MEYSS has published a management [Manual](#) of this reception system (the State Manual) for all the implementing entities, mainly NGOs. This state system is complemented, at regional and local level, by complementary programs (as an example of these complementary programs it can mentioned the [Catalan Refugee Program](#) (Programa Català de Refugi), and the Nausica Program ([Programa Nausica](#)) managed by the Catalan Government and Barcelona City Council, respectively). Other Catalan municipalities as Sant Boi de Llobregat and Sabadell have replicated this complementary programs in their cities.

This State Manual, mentioned before, remarks as one of the main intervention actions the information and orientation that it can be carry out during all the time that lasts the State program (18 months in general and 24 for vulnerable people). The agents implementing this State program should provide initial information to beneficiaries of the state program providing sufficient advice, guidance and verbal or written guidance on issues related to public and private services. It also includes information on rights and duties of foreigners, asylum procedure in Spain, voluntary return to their countries

of origin and any other information that might be useful for them. Such information shall be transmitted in a language easily understood by the recipient.

2.2 The individualized itinerary

The main tool that is used in the reception and integration process established by the State program for asylum seekers and beneficiaries of international protection is the individualized itinerary. From the beginning of the integration process beneficiaries of the program and the officers of the different implementing entities (NGOs), **design an individualized itinerary according to the specific needs of the beneficiary** and his/her family, interests, educational and professional background and labour market situation. The time dedication of the professional to the identification of an employment goal and self-knowledge of the skills is valued by the users as a positive and professional assistance. Establishing an employment goal and analyzing personal skills, facilitates the search for employment by users in a more effective way, which helps them to reach autonomy and integration into the host society.

In this individualized itinerary is where orientation is provided: giving basic information about available resources and culture and social aspects if the newcomer has just arrived or orientation about labour, language or other educational trainings in a more advanced integration phase. **These itineraries are oriented towards the gradual acquisition of autonomy and are divided into three phases** depending on the degree of independence reached by the recipient. As said before, the total duration of the itinerary is 18 months, extendable to 24 months for vulnerable groups.

2.3 Topics covered for orientation

As reception and integration system is conceived as **a holistic approach**, it goes beyond housing and allowance and includes actions aimed at enhancing the autonomy, dignity and well-being of asylum seekers and beneficiaries of international protection. This means that NGOs implementing the State program offer a wide range of information and trainings that cover most of the needs that an asylum seeker or a beneficiary of international protection require. A **multidisciplinary team** made up by professionals of different profiles such as: social workers, integration officers, psychologists, administration staff, translators, lawyers among others will adapt the orientation about host society information and training available according to the asylum seeker or beneficiary of international protection's needs and his/her level of vulnerability.

The following topics are covered by orientation:

- A) First reception information:
 - Information regarding the state system program: requirements, phases and characteristics

- Environment knowledge: knowing the neighbourhood and the city, means of transport and public services (libraries, health centres, schools, parks, markets, etc.)
- Socio-cultural information about the hosting society: main historical events and artists. Political system and main laws and bodies
- Main administrative procedures to access to public services: registering to city council, getting the health card, schooling children, social services economic support information, etc.
- Legal information regarding the asylum application: administrative process, rights and duties
- Access to health care: right to health assistance, health coverage, health care (requirements and uses), structure of health care system, pharmaceutical coverage, health prevention
- Housing: access to housing resources, public and private services in housing issues, housing searching means, public economic assistance, documents and procedures needed to buy or rent a house, neighbourhood coexistence
- Access to education: education system, types of education centres, teaching staff functions, classroom integration, parents associations, titles homologation
- Leisure time and access to social resources: cultural resources (libraries, museums, theatres), social services functions and structure, public information services, sports
- Community participation: political participation, associations and labour unions
- Specific information for women: pregnancy and post – birth care, gender based violence information (prevention and assistance), human trafficking, family planning services, family reunification, sexually transmitted diseases, women organizations nets, sexual and reproductive rights and psychological support to overcome traumatic lived situations in the country of origin, during transit and in the host country.

B) Training

- Language training: for the organization of these courses the State Manual establishes a minimum of 5 hours per week in the first phase and 3 hours per week in the second phase
- Pre-labour training: training in social and personal labour skills, digital literacy and new technologies, basic knowledge on labour and alien legislation, workshops on access to the socio-labour context, tools for job search (resume elaboration and job interview), skills and strategies for effective job search, etc.)

- Vocational and occupational training depending on the asylum seeker educational background, professional experience, interests and market labour situation. The Public Labour Service also offers free courses for those who are unemployed or want to redirect their professional career. The State program offers the possibility to fund vocational training in private academies.

It is important to mention that one of the main goals of integration as conceived in Spain is labour integration. This represents that the **majority of the orientation topics and trainings provided will focus on labour insertion** of asylum seekers and beneficiaries of international protection.

Finally, a good manual for trainers that collects all the topics that should cover orientation for immigrants is the "[Report of the project for the identification of immigrant training needs](#)" published by Accem organization.

3. Means by which orientation is provided to asylum seekers and beneficiaries of international protection

3.1 Orientation provided to asylum seekers and beneficiaries of international protection in the state system framework

A) Inside the reception structures

Providing written information material is very important because it must be taken into account that a large proportion of asylum seekers arriving to Spain do not speak and understand Spanish or other co-official languages in Spain (like Catalan) so it is vital that the **given information is presented in the clearest possible way**. In that sense, written information has to be brief, with concrete and short sentences, simple verb tenses, very structured and accompanied with visual material. Also, it is very important that this writing information is translated to the main newcomer's languages or that an NGO officer explains in more detail the writing information provided answering any question that the asylum seeker might have. Writing information can be presented, among others, in the following forms:

- Manual
- Guide
- Leaflet or brochure
- Frequent asked question sheet
- Power points
- Info-graphics
- Comparative tables or lists



The **oral information is one of the main means by which orientation is provided**. It enables closer communication, especially, if the person does not know the language very well. In the first phase of the State program asylum seekers live in a reception centre for 6 months. Officers of the NGOs managing these reception structures have the responsibility to provide orientation and, if this information is written, to assure that this information is understood by the asylum seeker and answer any question regarding their needs. One of the first things that the officer managing the reception structure does, it is to give a map of the city or the neighbourhood to the asylum seeker and show him the main public centres around (libraries, health centres, schools, parks, supermarkets, community centres, etc.). The officer guides the asylum seeker to the main institutions where to register in order to get access to public services (schools, medical centres...). Volunteers can also accompany asylum seekers to the main services in order to orientate them.

In these reception structures **group workshops are also offered**. Through these workshops orientation is provided in the following topics: economic management, environmental knowledge (knowing the city and its services), European Union framework, Spain: traditions and institutions, getting ready for the second phase of the state program, etc. The length of the workshop will depend on the topic but normally will be around 2 hours. It is common that in these sessions, trainers use power points to support their presentation. In some occasions these power points are handed to the asylum seekers living there after the session so they have the information more available. These powers points should be also presented in the most possible visual way. Each NGO elaborate its own materials for these workshops.

During the time living in the reception structure asylum seekers begin to learn the language. These language courses are also a mechanism where orientation is provided. There are a lot of supporting materials for learning Spanish and Catalan. For example the Catalan Government has published a lot of [material for newcomers](#) that want to learn Catalan and for the teachers. A typical material of these language courses is a student book or workbook where the asylum seeker can complement what he/she has learned in class with exercises.

Finally, in asylum seekers reception structures the person will receive **legal orientation about their asylum application process**. The different NGO's managing these structures have lawyers that through an individualized attention and orally inform asylum seekers about the process and their rights. On the other hand, when asylum seekers make an appointment for being interviewed for the authorities, an informative sheet is provided with the contact details of the main organization offering legal advice. Also, the Ministry of interior has a [written leaflet](#) with information about asylum process and rights and duties of asylum seekers and beneficiaries of

international protection. It is handed when the asylum seeker is interviewed. This leaflet contains a lot of information but the legal process is complex so it is important that asylum seekers can have access to individualized legal advice. This legal orientation will last until the end of the process outside the reception structure.

B) Outside the reception structures

After 6 months, when the asylum seekers leave the reception structure and **they get the work permit, orientation is focused on training regarding labour market insertion**. Orientation is provided by written information materials or visual or video material regarding labour law, workers' rights and duties, labour exploitation of migrant workers among others. On the other hand, NGOs officers will support the asylum seeker to prepare the resume and face job interviews trying to situate him/her into the Spanish labour market by explaining the different job search channels. NGO can also provide this information through individual sessions, group workshops or developing wider programs grouping information sessions about the topics described above and combining them with emotions managing work.

3.2 Orientation provided by public institutions to general foreigners, including asylum seekers and beneficiaries of international protection

In Spain **regional governments have the competence about key reception and integration issues such as education, health and social services** so, in most of the cases, regional governments are in charge to provide reception orientation. It is worthy to mention, as a good practice, the Reception Catalan Law approved in 2010. This law established a **First Reception Service** that includes the accompaniment, training and certification of minimum knowledge to facilitate the living and working in Catalonia.

The contents of this training are divided into three modules: a module to learn Catalan and Spanish (Module A) with a minimum of 90 hours of training in each of the two official languages, a module on labour market knowledge (module B) with a minimum duration of 15 hours and a third module on knowledge of Catalan society and its legal framework (Module C) with a minimum of 15 hours. By attending all three module courses the newcomer will obtain the *first reception certificate (certificat de primera acollida)* a document with juridical efficiency and great value for legal immigration requirements (social ties, modification and/or renewal of residence authorizations) or nationality acquisition, among others.

The institutions responsible for providing Module A are the following:

- Consortium for Linguistic Normalization and other organizations and professionals who offer courses based on the programs of the General

Directorate of Linguistic Policy and who have an agreement with the Consortium (for Catalan language training).

- Training of this module can be provided by organizations and professionals who have prior authorization from the Department of Education of the Catalan Government (for Spanish language training).

The institutions that offer Module B are the Catalan Employment Service and other organizations as labour unions. Module C is offered by the different reception services of municipalities. The **Catalan Government has published [training modules](#)** that help these institutions to prepare these trainings. The municipality reception services schedule information sessions in the different neighbourhoods of the city to provide this information. Some written information materials to provide orientation might be provided at these sessions, for example, reception guides with resources and addresses of interest for newcomer's integration needs.

Nowadays, webpages of public entities offer a wide range of information and resources. As an example it could be mentioned: the [Catalan reception website for newcomers](#) and the [Catalan reception website for asylum seekers and beneficiaries of international protection](#). Also, [Barcelona City Council has its own website](#) dedicated to asylum seekers and beneficiaries of international protection reception.

4. Recommendations about modules

4.1 Language

As it was said before, language is vital for integration because it facilitates the participation of children in school and the access to employment. For this reason, language training **should generally be provided from the beginning of the asylum procedure**. To increase its efficiency, language training should be adapted to the **divergent learning capacities** of asylum-seekers and should take into account about the **different socio-cultural aspects** and backgrounds of the asylum seeker.

It is also important that the **information is presented in the most visual possible way**. This means:

- Short and structured sentences and simple verb tenses
- Pictures supporting vocabulary, actions or daily situations presented
- Using schemes or info-graphics when possible

Language materials presented as: "[The viewpoint. Slices about streets with history, in Catalan and Urdu](#)", the student book of "[Chatter](#)", "[Living in Catalonia, vocabulary in](#)

images”, *“Living in Catalonia, start talking”*, are clear examples of how to use pictures and visual materials for learning the language.

It is also beneficial that the language training considers the language in a holistic way that means **addressing vocabulary, grammar, listening, writing and speaking**. This ensures a global knowledge of the language and that the asylum seeker or beneficiary of international protection will be able to develop in all communication areas. Materials presented pretend to collect all these aspects of the language, selecting material for learning grammar and writing (*“Catalan Language Program. Initial level” addressed to trainers*), speaking (*“Living in Catalonia, start talking”*) and vocabulary (*“The viewpoint. Slices about streets with history, in Catalan and Urdu”*, the student book of *“Chatter”*, and *“Living in Catalonia, vocabulary in images”*)

It is important to highlight that the material should be conceived as a **material for adults**, unless it is specifically for children. There is material for children but materials for asylum seekers and beneficiaries of international protection should be approached in a different way covering other topics relevant for them as key information about the host society and its functioning, **daily vocabulary and situations** regarding administrative and legal requirements they need.

Another way to provide orientation and learning the language is through **linguistic partners** that are also a good way to interact with host country nationals and learn about culture and traditions building a very important support net. It is at this point where the volunteerism gains importance. A local volunteer **can be a good nexus** of union between the asylum seeker or the beneficiary of international protection and the host society.

Finally, another aspect to take into account is that some of the recipients of the material, asylum seekers and beneficiaries of international protection, might be illiterate. The material used in that case should be adapted to this aspect. For that reason, one of the materials presented is the pedagogical kit *“Words for Everyone”*, specifically targeted for illiterate newcomers. This pedagogical kit includes a user guide, an alphabetisation method, the teaching approach of the alphabetisation method, cardboard letters, sheets, vocabulary booklets and main symbols.

4.2 Environmental knowledge

The modules regarding environmental knowledge should be **eminently practical**. It should help asylum seekers to situate themselves in the city where they live and learn about available public services (libraries, health centres, community centres, schools, etc.). Other topics that can be addressed in environmental knowledge are: European and Spanish legal framework, Spanish and Catalan institutions, historical facts and characters, etc. This will create a sense of belonging and will increase social nets of the

asylum seeker. This is the case, for example, of the presented material: "[Module C. Catalan society and legal framework knowledge](#)", "[Manual for preparation of the test of Spain constitutional and sociocultural knowledge](#)", "[EICA's Knowledge environment trainer book](#)". These materials cover all the topics listed above in a very detailed way.

As said before, this information should be as practical as possible so the **use of maps, touristic guides, maps of public transport, newspapers and pictures** is highly recommended. **Technologies** and apps offer a great opportunity to give environmental knowledge orientation through smart phones. Audio-visual material is a very useful tool for presenting and structuring training sessions of the environment knowledge. This is the case of the "[Reception audio-visual material](#)" edited by the Catalan Government presented as an example of audio-visual material in 10 different languages. A variety of training methods can be used to keep the participants engaged. Lecture style presentations should be avoided and if a large amount of material has to be presented it is better to break it up with **individual or small group exercises**.

It is a topic that enables to be creative **using all kind of material** such as: games, tests, crosswords, questions cards, group exercises, quiz, study cases, true or false questions, among others. This promotes an **active learning** rather than a one-way transfer of knowledge that helps to a better understanding of host country society and context. As an example of this active learning and materials that provides different evaluation exercises we can mention the following presented materials: "[EICA's Knowledge environment trainer book](#)", which describes all the activities around everyday situations and "[Manual for preparation of the test of Spain constitutional and sociocultural knowledge](#)" with some tests to evaluate knowledge acquisition.

Another useful material in this topic is the different **reception guides** published by some city councils. In a very structured way, they present the different services and organisations that provide assistance in that municipality: reception and hosting, access to resources, help with administrative procedures, legal advice, learning the local languages, help finding a job, social care and psychological counselling, support for women and young people, and so on. This is the case of the "[Barcelona City Council Reception and Assistance Guide](#)", presented as an example.

It could be also positive **combine these theoretical sessions with more practical sessions or leisure activities organizing visits** to main institutions, monuments, social services, museums, parks, etc. These activities are very beneficial for asylum seekers that have lived very stressful and traumatic situations. These activities are an opportunity for positive socialization and can boost self-esteem and the sense of belonging, which is important for the future integration.

4.3 Legal information

This is another key element in information provision. Lawyers of the different and other public entities provide information on the steps asylum seekers must take to obtain legal recognition of their rights. This asylum process is very complex and sometimes it can take over two years, so it is crucial for the lawyer to be sure that the asylum seeker has understood the information. For that purpose, it is highly recommended the **use of schemes or info-graphics** explaining the process. Complementary to the individual sessions, group sessions can be organized if there is a high number of asylum seekers of one nationality that might share a common problem area.

As said before, the process is complex and long so it is very important to **inform asylum seekers about the length of the process and manage their expectations**. Many asylum seekers arrive disorientated and this process causes them emotional distress so one recommended approach is to **anticipate them what they will find along the process**, for example, how it will be the interview and that their fingerprints will be taken avoiding unknown stressful situations for them.

Finally, it is vital to **clarify documentation issues**, that means, to explain how their will be documented in each part of the process. It is a good practice showing them the card or the document by which they will be documented, in the Spanish case, through a red card.

4.4 Pre-labour and vocational/occupational training

Vocational/occupational and pre-labour training has an empowering effect. It enables asylum seekers and beneficiaries of international protection to meet host population on equal terms and facilitates access to employment. The most successful strategy could be developing their intervention in two parallel and complementary areas:

On one hand, the **individual itinerary** explained before allows to adapt training material to the particular background of the asylum seekers or beneficiaries of international protection according to their interests or education. The officer of the NGO will search for **specific trainings and particular materials** for each asylum seeker or beneficiary of international protection according to his/her needs. This is where vocational and occupational training has its prominent role together with training courses of certain professional families that instruct in a specific area.

On the other hand, it could be established some **common training material** regardless the professional profile of the asylum seeker/beneficiary of international protection. That would be the case of materials related to resume elaboration, job interview preparation, job searching channels, among others. In that case, templates of resumes



could be elaborated to complete with the asylum seeker/beneficiary of international protection's information and mocks job interviews simulated with them.

It is also important that pre labour training goes accompanied with **soft skills** training as self-esteem and confidence, analytical thinking, interpersonal communication skills and problem-solving, team-work spirit, self-motivation, leadership among others. This orientation provision could be addressed by a psychologist or a coach. This training it will increase the probability to entering the labour market. In addition, another challenge that the NGO officer can address is the market labour screening with the aim of bringing asylum seekers and beneficiaries of international protection reality to the companies or human resources departments. The idea is to create common spaces to exchange experiences between asylum seekers/beneficiaries of international protection and companies' human resources departments in order to offer the possibility to know more about labour market in Spain and about the company; and thus, increase the possibility that companies engage in hiring asylum seekers and beneficiaries of international protection.

Finally, a good way to complement pre-labour or vocational training is support asylum seeker or beneficiary of international protection to find an **internship in a company**. Internships are an excellent opportunity for both: the company (to meet people previously formed), and the students (to make contact with the work environment and the reality of a company). Sometimes, this formula is embodied in a tripartite collaboration agreement between the person in training situation, the company and the NGO. Occasionally, this agreement derives from a period of prior theoretical and practical training, and in others it results from direct training in the workplace. The practical training is an adequate instrument because, in addition to promoting learning, it facilitates the knowledge of the organization: company culture, work methodology, socio-professional skills. The key is to be accompanied by a commitment to hiring, which is very advantageous, as it increases asylum seekers and beneficiaries of international protection motivation.

4.5 Specific woman orientation

Gender is essential in developing and implementing measures and policies aimed at protecting and empowering asylum seekers and refugee women in order to allow them to become active contributors to the host society. Female refugees and asylum seekers **should not be considered as passive victims** and inert recipients of assistance. Integration policies and provision of orientation should aim at their empowerment and independence. Orientation topics regarding women special needs have been described in the point 2.3 of this report. In recent times, an important impetus has lent to gender perspective and there is a good amount of material relating to human trafficking for sexual exploitation purposes, sexually transmitted disease, human and labour market

discrimination and gender based violence. As an example of this material it can be mentioned the following information leaflets: "[Basic information about sexually transmitted diseases and its prevention](#)", "[Leaflet open your eyes campaign against human trafficking for labor exploitation purposes](#)", "[Specific rights of women victims of gender-based violence](#)"; as well as a booklet with exercises for migrant women in order to help them to work with their self-esteem "[Feeling well =integrate well . Promoting the health of immigrant women](#)".

Giving orientation through an individualized plan offers the opportunity to adjust the orientation provision to the woman specific needs and ensure her participation in the decision making promoting self-sufficiency and fully integration. Another way to provide woman orientation is **working with women groups**. Working with groups of women facilitates:

- Women participation in determining the relevant issues on which they need guidance
- Create a safe space promoting women to express themselves freely and in confidence
- Reach more women if there are cases where women are not allowed to attend training by their husbands when these trainings are targeted to both genders

Women continue to bear the greatest burden on parenting and tasks in the house. Refugee and asylum seekers women cannot always attend language and other trainings courses because they do not succeed in reconciling family care and training. For this reason, orientation sessions or trainings should take into account this situation and plan them in a convenient time for them or offer facilities for child caring. A good example of this is, for instance, Bayt-al-Thaqafa Foundation, that organizes language courses for women and at the same time courses for children. That allows women take their children with them during the time there are outside the house. Furthermore, **trainings regarding labor market insertion should consider that refugee women encounter more difficulties than their male counterparts in finding a job since they are responsible for children and family care and there are often employed in low-paid jobs or in the domestic labor sector.**

4.6 Training for public institutions, NGOs and other organizations

In order to promote the detection of potential asylum seekers and to provide a specialized and comprehensive assistance to them, it is also important to train professionals that have contact with recent arrived persons in the host country. Those trainings can include the following topics:

- Legal framework of the right to asylum at international, European and Spanish level
- The Spanish procedure of asylum
- Key elements to detect potential asylum seekers and specialized resources where to refer them
- The Spanish reception and inclusion system for asylum seekers and beneficiaries of international protection (the 3 phases system)
- The role of the State, the regions and municipalities in the reception and inclusion of asylum seekers and beneficiaries of international protection and the importance of working in net
- Good practices of coordination among different agents in the reception of refugees

Beyond training professionals of public and private services it is also crucial to raise awareness among citizens about forces displacement and the reality of refugees in order to promote the inclusion of refugees and asylum seekers in the host society. It can be mentioned as a **good practice to be implemented** [the Barcelona anti-rumor net](#), a net of 500 organizations that take action together and cooperate to eradicate rumors and stereotypes that can generate discriminatory and racist attitudes and can, therefore, hamper positive intercultural relations between people of different cultural backgrounds. Through this net trainings are organized in order to have an impact in key sectors: education and small business, among others. This net offers an interesting [catalog of activities](#) that bring together suggestions of different formats (workshops, theater, street entertainment...) and adapted to different audiences, allowing intercultural reflection in the neighborhoods. In that sense, it is also interesting the [pedagogical kit presented by the Catalan Commission for Refugees](#). It is a kit of tools, pedagogical resources and activities addressed to teachers of different educational stages, in order to be implemented in classrooms with the aim of fighting the main rumors and stereotypes towards the refugee population.

5. Conclusions

Giving accurate information and trainings are key elements for asylum seekers and beneficiaries of international protection integration. There is a lot of material for foreigner's orientation, including asylum seekers and beneficiaries of international protection, addressing all kinds of topics. **Integration is conceived as a holistic process** so information and training pretends to include the first assistance of the newcomers, the learning of language, mediation for access to housing, psychological care pre labour training and labour insertion.

NGOs that have been working for a long time with the integration of refugees have its own written materials and there is a great variety of means through orientation is provided. Even though, oral communication remains the main mean to provide orientation. NGOs officers are responsible for ensuring that the information is understood by the asylum seekers/beneficiaries of international protection. It generates confidence and it is the best way to really adapt to the asylum seekers and beneficiaries of international protection needs and answer their questions and fears. Officers of the reception structures elaborate their own orientation material and update it if it is needed.

In general, the orientation provided to asylum seekers and beneficiaries of international protection is not understood as a stand-alone orientation but it is framed in another wider state program funded by the Ministry of Employment and Social Security or in other complementary programs established by local or regional governments. This system is based in an **individual itinerary** agreed between the asylum seeker and the officer of the NGO according to his/her interests and background. Orientation topics and means will vary depending on this itinerary.

On the other hand, **regional governments and municipalities, as key actors of integration policy makers, have published a lot of interesting reception material for newcomers.** Although is not a material specially targeted to asylum seekers and beneficiaries of international protection, is very useful for them and organizations working with asylum seekers and beneficiaries of international protection can use it with their users. Municipal reception services are doing an important job to promote integration and fight against discrimination with anti-rumours nets.

The majority of orientation material is conceived for adults, both men and women. Gender is essential in developing and implementing measures and policies aimed at protecting and empowering asylum seekers and refugee women. It is worthy to remark that an important impetus has lent to gender perspective and there is a good amount of material relating to human trafficking for sexual exploitation purposes, sexually transmitted disease, human and labour market discrimination and gender based violence. Fostering professional training and language education can improve significantly refugee and asylum-seeking women's quality of life and economic and cultural independence.

A key aspect to a successful orientation and to be sure that the information is really understood by asylum seekers and beneficiaries of international protection is training public servants and officers of different NGOs that work with migrant communities. These trainings aim to bring closer the reality of international protection to professionals dealing with them in order to strengthen their technical capabilities to



detect potentials asylum seekers, refer them to specialized services and provide a proper assistance according to their needs. For this reason, training professionals of the public and private area on the asylum procedure and the reality of refugees aim to foster a coordinated, comprehensive and coherent response.

Immigration is an opportunity and a challenge to build new values and new relations between different social, economic and political actors to address economic and social development strategies of a reception society. Trainings and information provided is a way to exchange these values ensuring social harmony and cohesion and equal rights and respect for duties for the whole of society.