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VIEWS

VET Training for Trainers Dealing with Migrants

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IO1 (Competence Matrix) Quality Assurance Report



Sustainable Development Association





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1.Introduction

(A1)- Trainers' profile Map & (A2)- Learners' profile Map and A3 skill match table was created as a result of the organized focus group meetings. With this matching table, the needs of the learners and the skills of the trainers were analysed and the matching points were determined.

2.VIEWS Project Summary

VIEWS Project's aim is to support the professional development of educators and professionals dealing with migrants facing the challenges of equality and inclusion in learning.

The First Output of VIEWS project is to provide innovative approaches for VET trainers in the field of migrants with an open and free interactive ICT and competence based online learning.

5 IOs will be implemented within the scope of the project to achieve this aim and output:

IO1-Competence Matrix: The Competence Matrix is a grid matching trainers' profiles and learners' profiles. It provides the outlook of empowered professional profiles of trainers dealing with learners with diverse migrant background and perspectives.

IO2-E-learning Environment: The E-learning Environment is an open web space allowing the hosting and organization of the OER repertory (IO3), that can be used for the social networking among the VET trainers.

IO3-OER Repository: OER Repository is a dynamic web database integrating and harmonizing the rich repertory of fragmented resources for VET trainers dealing with migrants.

IO4-Competence Self-assessment Tool: A self-assessment tool will be prepared for trainers. Competence Self-assessment will raise awareness of the VET System and trainers about the competences required to work effectively with students.

IO5-Trainer Supporting Toolkit: A toolkit will be created. Trainer Supporting Toolkit provide methodological and technical support to the VET trainers, operators and providers for the adoption of the e-learning platform. It is a strategic communication tool.

3.The Overview of IO1

The Competence Matrix is a grid matching trainers' profiles and learners' profiles. It provides the outlook of empowered professional profiles of trainers dealing with learners with very diverse migrant background and perspectives.

VET trainers and operators dealing with migrants belong to diverse sectors (Educational sector, Third Sector and volunteering, Cultural Associations, etc.) and have heterogeneous Initial and Continuous Training defining, within the same family of trainers, quite different map of competences.

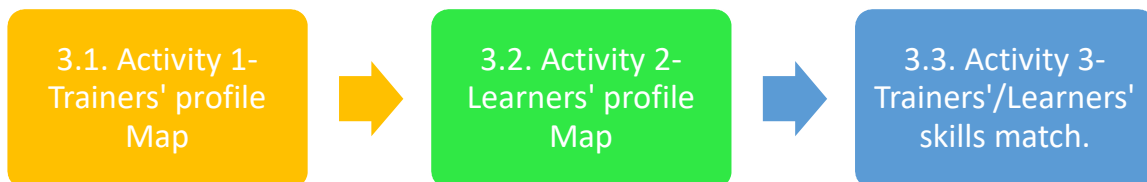


The Competence Matrix will match the map of competences of trainers with the map of needs of learners highlighting which competences are necessary and effective to deal with the different typologies of migrant learners.

The matrix is also the basis for the further design of a (IO4) tool for self-assessment of competences highlighting which ones need to be empowered to deal with the different typologies of migrant learners.

Results from this output will also be used in other outputs. In the next IOs, studies will be done to improve the skills of trainers. Therefore, it is very important to reveal the skills required by trainers in this output.

****Three actions (activities) lead to the production of the IO1 Competence Matrix.**



3.1. Activity 1 (A 1)- Trainers' profile Map

In order to design the actual map of competences of trainers working with migrants (Trainers providing training & services to migrants, Operators, practitioners, social workers dealing with migrants in the VET System), coming from the different sectors (Educational sector, Third Sector and volunteering, Cultural Associations, etc.), all the participating organizations (21YYED, EVM, STANDO, UNINETTUNO, NEFINIA) will execute the following activities by researchers in each Country:

- A desk research
- A focus group session involving at least 8 participants

3.2. Activity 2 (A2)- Learners' profile Map

In order to design the actual map of needs of learners with migrant background (Newly arrived migrants, Asylum seekers, Refugees, Migrants with residency permit), all the participating organizations (21YYED, EVM, STANDO, UNINETTUNO, NEFINIA) will execute the following activities by researchers in each Country:

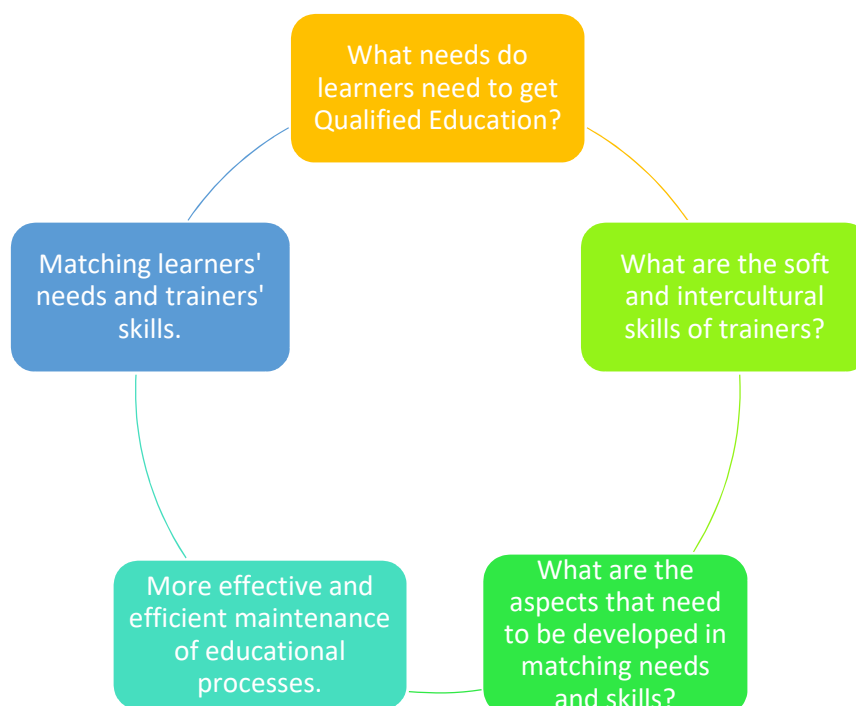
- A desk research and
- A focus group session involving at least 8 participants.



3.3. Activity 3 (A3)- Trainers'/Learners' skills match

- ✚ Sustainable Development Association (SDA) will prepare content template of desk research for trainers/operators and learners.
- ✚ Sustainable Development Association (SDA) will prepare questionnaire templates of focus group section for trainers and learners. Focus group questions will be prepared via google survey. ***(The desk research and focus group content will include the skills, competencies, needs, educational background, etc. of migrant trainers and migrant learners.)***
- ✚ All the participating organisations will execute desk research and focus group on national level. (Partners can also use Google survey if they need statistical results.)
- ✚ SDA will check all the research and give feedback.
- ✚ All the participating organizations will provide A1-A2 Report of desk research and focus group on English and send to SDA. (There must be qualitative and quantitative data in the reports) ***(SDA will prepare report template and send to all the partners.)***
- ✚ SDA will check all the reports and give feedback.
- ✚ SDA will use all the reports to fulfil the Competence Matrix in A3.

The main purpose of this research is:





4. A1-A2 Desk Research Results

With the (A1)- Trainers' Profile Map and (A2)- Learners' Profile Map research's/studies conducted within the scope of our project, it was desired to conduct detailed research on the needs of the learners and the skills of the trainers.

1-THE NETHERLANDS

In 2019, the highest number of immigrants in the last ten years was recorded at 108,035¹.




When we examine the immigrant population in the Netherlands, the majority of non-Western immigrants are originally from Turkey, Suriname, Morocco, Iraq, Afghanistan, Iran, and the Netherlands Antilles and Aruba. Western immigrants come from other European countries, the United States, Indonesia, Japan and Australia.

When we examine the educational status of immigrant groups, we find that the educational background/level of immigrants is lower than that of native-born citizens. While first generation immigrants do not complete their educational profile, their educational attainment is higher than that of second-generation immigrants.

If we look at the vocational training that immigrants attend in the Netherlands, we find that there are professions in health, social welfare, culture and sports, engineering, construction, environmental studies, food, economics, business, and so on.

When we examine the providers of VET, we find that they are relatively autonomous structures. They operate within a broad legal framework and a national qualification structure but have the freedom to design curricula and organize provision.

Some VET providers are listed below:

-  MBO Raad' – Association of VET colleges The Netherlands
-  NVR Opleidingen
-  International (English) Curio – Curio the Netherlands

People who teach migrants in the Netherlands can be citizens or foreigners, depending on the educational field, sector and level. VET Providers are mostly professors, trainers and professionals with years of experience and there is no national standard for migrant trainers.

¹ <https://www.statista.com/statistics/525434/netherlands-total-immigration-total-emigration-and-migration-balance/>



2-SPAIN

According to current data, there are 5,326,089 immigrants in Spain². The most common countries that have immigrated to Spain are Venezuela, Colombia and Morocco. Almost half of the immigrants in the country have completed primary education and no secondary education.

According to data obtained for the 2018-2019 academic year, 13.6% of immigrants in Spain receive vocational training. Vocational training is provided at three levels (elementary, secondary and high school) by publicly funded educational institutions, integrated training centres, national reference centres, etc.

It appears that immigrants work mainly in simple occupations such as agriculture, livestock, forestry and fishing, while a small proportion of them work in technical and administrative positions.

The presence of foreign instructors in the schools is hardly highlighted. The instructors are generally local citizens. The basic rules governing the requirements for teaching staff, initial and continuing professional training, and the conditions for recognition, support and appreciation of professional trainers are the same for all non-university training and are set out in the Education Act 2006 and the LOMCE Act 2013. University degree, Bachelor's degree (An internship in a training centre is also compulsory. No special skills or competences are required to become a trainer in the professional field.

3-TURKEY

According to the Turkish Ministry of Interior, General Directorate of Migration Management, the number of Syrians in Turkey registered under temporary protection is 3 million and 645 thousand and 557 people at the time of 2021, which means that more than 98% of Syrian refugees live in Turkey³.

In addition to Syrians, there are 330 thousand refugees and conditional refugees of other nationalities in our country⁴. So, this number is equivalent to 4.75% of Turkey's population.

16.5% of Syrians in Turkey have a primary school degree or equivalent, 6.5% have a secondary school degree or equivalent, and 5.6% have a high school degree or higher. (Directorate General of Migration Management).

According to the 2019 data from the Ministry of Family, Labour and Social Affairs, accommodation, catering, food production and textile production are the sectors where immigrants are most employed⁵. According to the study on migrant workers by the Human Resources Development Foundation, the sectors where migrant men work intensively are textiles, bakery and construction, while the sectors where migrant women work intensively are domestic work, care of the elderly and textiles⁶.

² https://www.ine.es/prensa/cp_e2020_p.pdf

³ <https://www.goc.gov.tr/>

⁴ <https://www.unhcr.org/tr/unhcr-turkiye-istatistikleri>

⁵ Republic of Turkey Ministry of Family, Labour and Social Services, Work Permit Statistics of Foreigners, 2019 (<https://ailevecalisma.gov.tr/>)

⁶ Elif Özer, Tuba Düner (2015), Türkiye'de Göçmen Olmak, Göçmen İşçiler Araştırması (Being a Migrant in Turkey, Migrant Workers Survey), İKV (page 6,18)



Vocational training, which is mainly attended by immigrants, is provided by public institutions such as open education centres, the Turkish Employment Agency (İŞKUR) and municipalities. In addition, non-governmental organisations such as the United Nations High Commissioner for Refugees (UNCR), the United Nations International Children's Fund (UNICEF) and the Turkish Red Crescent play an important role in providing vocational training for immigrants.

According to the 2021 data of the Ministry of National Education, vocational trainings such as hygiene training for food and water sector workers, computer management, warehouse workers for natural gas fired stoves, special training applications for paid teachers, stokers for solid fuel and fuel stoves are on the list of courses that most trainees receive⁷.

According to the 2019 Evaluation and Monitoring Report of the Ministry of National Education, General Directorate of Lifelong Learning, 208,170 Syrians, 14,420 Iraqis, 13,860 Afghans and 5,686 Iranians have benefited⁸. It is known that the trainers are local citizens who usually have a high school diploma or a university degree.

As for trainers, there is no standard for trainers with migrant background in the national legislation. The "Trainers' Course for Foreign Students in their Classes and Teachers of the Ministry of National Education" is conducted by the Directorate of Teacher Training and Development of the Ministry of National Education. This training covers content such as inclusive education, post-traumatic stress disorder, peer victimisation and foreign students. At the same time, since 2014, the Department of Professional Development Support and Monitoring, which is attached to the General Directorate of Teacher Training and Development, has offered 378 training packages that can be used in in-service training as standard training for trainers and trainee trainers.

Trainers can attend courses related to their own industry, but also receive training in other areas in which they wish to improve.

4-CYPRUS

The number of international immigrants in Cyprus is 191.9 thousand, which is 16% of the population⁹. The countries that have immigrated the most to Cyprus are Greece, the United Kingdom and Romania.

The vocational training courses offered to immigrants and refugees are a mixture of the private and public sectors. Most immigrants take courses in crafts, Greek, entrepreneurship and employment as vocational training. Some of the institutions offering these trainings are Technical Vocational Training (TVT), an initiative of the Cyprus Productivity Centre, Help, Refugees Work Online Platform, Aglandzia Municipality, Digital Inclusion and First Step platform. Unfortunately, there is no quantitative data on immigrants receiving vocational training.

⁷ [https:// Türkiye Cumhuriyeti Aile, Çalışma ve Sosyal Hizmetler Bakanlığı, Yabancıların Çalışma İzinleri İstatistikleri,2019\(https://ailevecalisma.gov.tr/e-yaygin.meb.gov.tr/Login.aspx](https://Türkiye.Cumhuriyeti.Aile,Çalışma.ve.Sosyal.Hizmetler.Bakanlığı,Yabancıların.Çalışma.İzinleri.İstatistikleri,2019(https://ailevecalisma.gov.tr/e-yaygin.meb.gov.tr/Login.aspx)

⁸ Ministry of National Education General Directorate of Lifelong Learning 2019 Evaluation and Monitoring Report.

⁹ United Nations, Department of Economic and Social Affairs, Population Division (2019). International Migration 2019: Wall Chart (ST/ESA/SER/A/431)

Instructors at the Cyprus Productivity Centre must have either a diploma from a higher education institution or a degree in the subject they teach, depending on the characteristics of their job.

In the public sector, there is no legal/governmental requirement that VET instructors must have additional knowledge beyond their professional skills.

For instructors in private educational institutions there are no fixed requirements, but each educational institution sets them individually.

Some of the structures that provide vocational training in Cyprus are the Cyprus Refugee Council STANDO LTD and AEQUITAS.

Currently, there is no quantitative data on whether the people teaching immigrants are nationals or foreigners. However, considering that most courses are taught in Greek and the diploma needed to become a certified instructor is also Greek, we can assume that most instructors are nationals of the country. In Cyprus there is no professional standard for migrant trainers.

5-ITALY

According to the National Institute of Statistics (ISTAT), the total officially registered population of Italy on 1/1/2020 is 60,244,639¹⁰. The number of foreigners living in Italy is 5,306,548 (a total of 8.8% of the population). The countries with the highest immigration are Romania, Albania, Morocco, China, Ukraine, Philippines, India, Bangladesh, Egypt and Pakistan.

In 2018, the Italian Ministry of Labour and Social Policy noted that there is a large number of immigrants (49%) in Italy with a low level of education¹¹. According to ISTAT data, half of the foreigners aged 15-64 in 2019 have the highest secondary education, 34.4% have a high school diploma and 10.7% have a university degree¹².

According to an analysis of best practises recently compiled by the Italian Ministry of the Interior, the most followed VET courses are: qualification courses in trades, including crafts in various fields such as construction, mechanics and engineering (e.g. steel workers), hotel management and restaurant activities, agriculture and food and personal services. The instructors usually have a high level of education (at least a university degree).

¹⁰ These statistics consider foreigners with habitual residence in the Italian territory; registered in the municipal registry offices who have a citizenship other than the Italian one; Reference, <https://www.istat.it/it/files//2020/12/C03.pdf>, pp. 103-107.

¹¹ Ministry of Labour and Social Policies, IX Rapporto Annuale, *Gli stranieri nel mercato del lavoro in Italia Sintesi delle principali evidenze e Prospettiva internazionale*, 2019, p. 14,

¹² <http://noi-italia.istat.it/pagina.php?id=3&categoria=4&action=show>

GENERAL COMMENT:

From the analysis of the learners' profile carried out by the institutions, it appears that the learners generally have a lower educational level history than the educational level of the host country. Learners tend to pursue vocational training in order to find employment in the country they are in. Although training for immigrants usually takes place in public institutions, it should be noted that non-governmental organisations and private sector structures also provide vocational training. Individuals who have participated in vocational training indicated that they were generally satisfied with the attitude of the trainers towards them.

Immigrants who indicated that they were satisfied with the attitude and behaviour of instructors also mentioned some problems that prevent them from receiving quality training. These are the lack of tools, equipment and machinery in vocational training based on practical training, short training periods, theoretical training, lack of knowledge of the language of the host country and the provision of vocational training for limited sectors.

Immigrants also frequently mentioned the problems they encountered in integrating into the labour market. It is highlighted that they are limited by law to certain professions, that their professional and technical language skills are insufficient, that the certificate obtained at the end of the training is not sufficient to open a job, that there is a lack of motivation of the individual to participate in the labour market and that they have to be hired without guidance from the sponsor or any other institution.

Immigrants' expectations of trainers are empathy, patience and healthy communication, as well as knowledge of the specifics of the host country and assistance in integrating into society by passing on their knowledge to learners.

When analysing the profile of the trainers, it can be seen that the trainers usually have a university degree. It can be seen that the trainers have not received any additional training for training foreign learners. Most trainers are nationals and countries generally do not set a national standard for individuals who train foreign learners. Trainers indicated that the most important qualities trainers should have are patience, empathy, communication and motivational skills. Trainers generally indicated that they need books, audio-visual resources, and technological equipment to provide more qualified instruction.

4.1. Focus Group Result

The focus group meetings conducted as part of our project were designed to analyse the profiles, needs, and expectations of instructors and learners.

The focus group meetings were to be held with 8 learners and 8 trainers for each country. Due to the pandemic, Spain held the focus group meeting with learners with 5 participants, while Italy held the meeting with trainers with 3 participants. The other countries, however, reached the required number of participants and held focus group sessions. A form was created to protect personal data during the focus group meetings. This form is also a list of participants. With this form you can reach "all" persons who participated in the focus group discussions.¹³

¹³ https://docs.google.com/forms/d/1ZTwch9Ux1L0Vzu-4FZlxjysHnuuEGSEz7B5F_xuYLO/edit



1) THE NETHERLANDS

Learner Focus Group: 8 immigrants, 4 women and 4 men, voluntarily participated in the focus group questions. The age range of the immigrants is between 18-35 years and the immigrants stated that they have been in the Netherlands for 2-8 years. 4 of the immigrants have a bachelor's degree. When we examine the employment status of the immigrants, 6 immigrants indicated that they are working and 2 immigrants are unemployed. All immigrants stressed the importance of knowing the language of the host country to integrate into the workforce. Immigrants emphasized that their greatest expectation from sneakers is to provide communication and motivation.

Trainer Focus Group: 8 trainers, 3 women and 5 men, were interviewed. The age range of the trainers is between 25 and 36 years and their level of education is a bachelor's degree. The age range of the trainers is between 25 and 36 years and their educational level is a bachelor's degree. All participants are Dutch who have studied foreign languages, science, etc. Trainers/Instructors. Participants indicated that they had not received any training to train foreign trainers. Trainers emphasised that the most important skills, besides professional training, are pedagogical approaches and the development of communication skills. Communication, motivation, and patience were mentioned as other skills a trainer should have. All participants indicated that they believed they had the above skills, but they emphasised that they were learning more and more each day. The instructors indicated that they need books, audio-visual aids, and technological equipment to provide more qualified instruction.

2- SPAIN

Learner Focus Group: Participants were 5 people, 3 men and 2 women. The age range of the participants was 19-37. All respondents speak Spanish. Education levels range from secondary school to post-secondary school. Two of the participants are currently working and three are studying. One of the 3 trainees is doing an internship, and one of them stated that they

do not have a work permit. When asked whether they had received vocational training before, all of them stated that they had received vocational training and that their trainers were treated equally and were satisfied with their attitudes.

Trainer Focus Group: Eight trainers, 6 women and 2 men, participated in the trainer focus group questions. The age range of trainers is 32-59. Educational statuses are bachelor's or master's degrees. Participants are social workers trainers at secondary schools or universities. The trainers were asked whether they had attended a training to teach foreign nationals. Most of them stated that they did not receive any training on this subject. The trainers emphasized that the migrant, refugee and/or asylum

seeker trainer should develop empathy, sensitivity, general culture, non-prejudice and stereotypes, teamwork, active listening, patience, willingness, integration, commitment, flexibility and adaptability, leadership and responsibility. Almost all think they have some of these skills.



To the question "How can immigrant/refugee/refugee employment be increased" asked to the participants, 3 participants mentioned work permits and legal documents. Others have highlighted education and social integration as contributing factors to participation in employment. To the questions of "What are the skills that a trainer should have", the participants emphasized empathy, communication, solidarity, respect, problem solving and patience.

They propose some training that trainers can acquire to improve their techniques with immigrant learners, such as training, psycho-pedagogical training, sign language or other forms of communication, resources and tools, workshops to personalize education. Finally, trainers emphasized the lack of resources and the need for retraining.

3) CYPRUS

Learner Focus Group: Nine people with a migrant background, mainly refugees, participated in the focus group. Participants were between the ages of 25 and 40. Participants were from Syria, Pakistan, Somalia, Gambia, Palestine and Iraq. All of the participants have received Vocational Education Training in different fields, and 4 participants have Bachelor's and Master's Diplomas. The most common and repeated point by the participants during the focus group was that Asylum Seekers in Cyprus were restricted by law to certain jobs and most of the courses were very short, so they felt that they did not have enough time to research a topic in depth or to practice their new skills. To the question of "What are the characteristics that trainers should have" asked to immigrants, they emphasized the knowledge of the host country, communication, flexibility and digital skills.

Trainer Focus Group: Eight people with a VET background attended the Trainer Focus Group meeting. Seven of the eight participants were Cypriots and one trainer was Palestinian who has lived in Cyprus for 3 years. The fact that 90% of the participants are Cypriot highlights that the trainers in Cyprus are predominantly of local Cypriot origin. Most of the participants had some form of training outside of their professional field, mainly in digital skills and project management. Four of the 8 trainers participating in the focus group stated that they had previous training/training experience with foreign nationals.

The trainers detailed their approach when teaching foreign nationals, especially asylum seekers and refugees. One participant stated that it is important to raise learners' mood and create a positive, motivating atmosphere, while another participant stated that it is important to establish a framework for trust and communication when working with vulnerable groups such as refugees, so communication and trust building are important approaches that should be maintained.

Participants especially emphasized the importance of flexibility/adaptability. They also stated that being aware of and communicating the practical elements (locations, infrastructure, public transport, etc.) as well as the history and traditions of the country would greatly contribute to their education.



4-TURKEY

Learner Focus Group: 8 participants, 3 men and 5 women, participated. The age range is 18-33. While 1 participant has a job, the other 7 people are unemployed. To the question of how long they have been in Turkey, the participants gave the answer between 3-7 years. 6 of the respondents take Vocational Course and 2 of them take Turkish as a Second Language Course from Public Education Centre. 4 of the participants are taking Clothing Manufacturing Technology Course and 2 of them are taking Food and Beverage Services Course. The participants expressed their satisfaction with the courses they took, as they all felt happy both with the courses they took and the positive attitudes of the trainers. When the participants were asked about the skills that the trainer should have, they emphasized empathy and communication skills.

Trainer Focus Group: Eight female trainers between the ages of 25-36 participated. All participants have a bachelor's degree. None of the trainers received foreign trainers training. All trainers stated that there was a huge age difference between the participants, which at times caused communication problems. The trainers were asked which skills are important when working with foreign nationals and the trainers emphasized that soft skills are as important as professional skills. In order to ensure quality education of trainers, training needs are specified as educational resources, technical equipment and visual materials and Arabic language learning.

5-ITALY

Learner Focus Group: 8 immigrant learners attended the focus group meetings. Participants are citizens of Syria, Iran, Venezuela, Chile, Eritrea, Pakistan, Congo and their age range is 33-41. The range of years to be in Italy is 2 to 13 years. Educational status of the participants, 5 of them have a master's degree and 1 have a bachelor's degree. 2 of the participants do not have a diploma. On the other hand, 4 of them are unemployed and 4 of them are working. Only 6 of the participants can speak Italian. Three of the participants reported that they received vocational training and that the trainers were local trainers. Learners talked about their employment problems. Many respondents reported the language barrier and difficulty in getting hired without advice from a sponsor, friend or other institution.

Trainer Focus Group: 3 people, 2 women and 1 man, attended the trainer group meetings. The age range of the participants is 31-41 and all of them are Italian citizens. The trainers reported that they did not receive any training on foreign learner education, but they received training in a similar field during their university education. It was emphasized that the most important features that a trainer should have are tolerance, motivation and communication, and the trainers reported that they have these skills. They emphasized the importance of strengthening cooperation between themselves and NGOs for a more qualified education.



5. A3-Skill Match Result

A3 Skill Match table was created as a result of A1 and A2 Desk Research and focus group meetings. With this table, the needs of immigrants and the skills of trainers are examined under 4 headings (language, soft, intercultural and other skills) and shown with "green".

This matching table helps us in terms of what needs learners need during the education process, and in which areas the trainers should make themselves more qualified.

LEARNERS' NEEDS AND TRAINERS' PROFILES (SKILLS)				
LEARNERS' NEEDS AND TRAINERS' PROFILES (SKILLS)	Other Skills			
	Language Teaching skill		X	X
	Digital skills			X
	Teaching approaches		X	X
	Entrepreneurial skill			X
	Presentation preparation skills			X
	Diction			X
	Development of Social Media Usage			X
	Intercultural Skills			
	Knowing the needs of migrants		X	
	Being knowledgeable about the legal, political and cultural structure of the student's country		X	X
	Cultural Expressions		X	X
	Interpersonal Relations		X	X
	Emotional Intelligence			X
	Self-Orientation		X	X
	Self-Assessment		X	X
	Creativity		X	X
	CompetitivenessAssertiveness - Determination		X	X
	Critical Thinking		X	X
	Networking		X	X
	Body Language		X	X
	Decision making skills		X	X
	Ability to work under pressure			X
	Time Management		X	X
	Self-awareness		X	X
	Organizational skills		X	X
	Problem Solving		X	X
	Adaptability		X	X
	Leaderships Skills		X	X
	Active Listening			X
	Communication		X	X
	Team Work		X	X
Empathy		X	X	
Positive Attitude		X	X	
Conflict Resolution		X	X	
Paciance		X	X	
Ability to manage groups		X	X	
Language				
Migrant's mother tongue (basic level)		X		
Host country language		X	X	
		LEARNER *	TRAINER **	
Needs of Migrants in VET. Some of the features that should be found in the Trainer are among the needs of the migrants.				
*Skills required in Migrant trainer				

* Needs of Migrants in VET. Some of the features that should be found in the Trainer are among the needs of the migrants.

**Skills required in Migrant trainer

Chart 1.1 Skill Match



Language Skills

Matching the needs of learners and the skills of trainers in the title of language ability 'is the language of the host country.' Learners need to know and use the language of the host country to participate both in their educational life and in economic and social life. In the match table, it appears that the skills of trainers and the needs of learner's match in this title.

Learners require trainers to know their mother tongue at least as a basic level. It is seen that trainers do not have this skill. This puts a strain on both trainers and learners in the field of communication.

Soft Skills

Soft skills can be defined as skills that are abstract and difficult to measure. It can also be expressed as personal and interpersonal skills. Soft skills are about how people's personal habits shape their working style and how they positively affect people in working life.

It is mentioned that the trainers who need learners have been reviewed as it is generally interpreted: We see that learners need trainers who have positive attitudes towards them, who are patient, prudent and empathetic. In our research, we see that these features are among the skills that trainers have. Learners need trainers who are in the position of "guide" in the field they receive education. For this reason, it needs some skills such as critical thinking, problem solving, decision making and determination. When we examine the soft skills of trainers, we see that these skills exist.

Intercultural Skills

Intercultural competence in general, other the ability to empathize with people from culture, understand people's behaviour and thoughts without criticism study trait, being away from ethnocentrism, accepting people with their differences and similarities references Another expression to centre empathy taking an open worldview and different be successful in communicating with people from cultures indicate that.

In the study, in matching the skills of trainers and the needs of learners; interpersonal relations, cultural expressions, the learners have knowledge about the legal, political and cultural structure of his country. There are learners from different cultures, ethnicities, languages and religions in the classroom environment. First, the trainer should respect these differences. Learners should have basic knowledge about their sensitivities and priorities and should be careful in their actions and discourses.

Having knowledge about their own culture allows learners to connect with their trainers and realize that they are cared for.

Other Skills

In addition to having language, soft and intercultural skills, trainers also need some skills. As seen in our matching table, these are language teaching skills and teaching approaches. It is seen that learners need these two issues, and trainers have skills in these two areas.



In general: As seen in the matching table, we see that learners need to know the language of the host country under the title of "language", while trainers have this skill. The main reason for this need is that the learner encounters or thinks that s/he will encounter disadvantages arising from not knowing the language of the host country in participation in education, social and economic life.

When we examine the needs of learners in soft skills in general, it is necessary for learners to be understanding, empathetic, caring, patient, supporting and motivating individuals in order to be able to actively participate in the learning processes and feel themselves in the field. In this regard, in addition to professional skills, it is seen that learners need trainers with "soft skills". As a result of the matching table, it is seen that the trainers have soft skills.

Immigrants aim to both improve themselves and participate in economic and social life in the field they receive education. Therefore, it needs skills that are useful in professional and personal life. Therefore, it needs the support of trainers in acquiring and using skills such as creativity, critical thinking, teamwork, decision making, communication.

6. Conclusion and Recommendation of IO 1

Qualified education is possible by knowing the needs of learners, meeting and supporting these needs by expert trainers. Supporting and developing the skills and equipment of trainers through training of trainers allows the society to raise individuals who are better equipped in personal and professional fields.

Each individual transfers what s/he has learned to her immediate environment. In line with the information learned from the trainers, a training chain is formed, and in this sense, the contribution to training is not limited to the field where the training takes place, it covers more people. Therefore, the trainer cannot continue his/her way with only his/her existing knowledge. The reason for this is the formation of new business lines, new needs and new requirements, developing services, rapid changes in the education system, etc. A trainer should constantly acquire knowledge and improve his/her skills.

It increases the quality of education by increasing the quality of the trainers, strengthening mutual communication, providing a safe and competent explanation of the trainers, providing the right information flow to the learners, and supporting the application of appropriate methods to the learners.

Within the scope of IO1, the needs of the learners, and the skills of the trainers were identified and shown in green under the heading of language skills, soft skills, intercultural and other skills. It is very important to find the areas where the needs of the learners, and the skills of the trainer's match and take steps so that the trainers can provide more efficient and qualified training in these areas.



CONCLUSIONS and RECOMMENDATIONS

- 1-Skills have different levels (basic level, intermediate level and advanced level) within themselves. For this reason, it is very important for trainers to evaluate their skills, how they can improve their skills, and how they can expand the field of benefit, and they have information about their ability levels.
- 2-Trainers should maximize their abilities and make them productive in order to meet the needs of their learners and to improve themselves both professionally and personally. In this regard, trainers should be encouraged to develop their qualifications and accessible resources should be provided to them..
- 3-Trainers who evaluate themselves and are encouraged to access accessible resources are very important in terms of using the resources provided to them and receiving the necessary technical support, in order to raise the quality of education and training to the highest level and to establish a healthy individual communication with the learners.
- 4-Mastering new technologies: Trainers should benefit from the progress made by new technologies in this field and in the classroom, by adapting to current reality.
- 5-Trainers should establish a constructive relationship with learners. Good relationship and communication with learners greatly assists the educational process and their development, thus giving them the necessary individual attention and contributing to increasing their chances of learning more easily.
- 6-Trainers should plan the teaching process. This is the core competency that organizes what you want to teach and what you expect your learners to learn.
- 7- Trainers must manage instructional methodologies. It is important for each trainer to know different teaching methodologies in order to be able to apply them appropriately in each situation (individual classes, group work, reinforcement, etc.).
- 8- Trainers should do research on teaching. Not only should learners learn, the trainers should also learn constantly. To do this, s/he must research and reflect on the trainers' practice, apply what s/he thinks is appropriate, and change some processes, always seeking the well-being and improvement of the learners.
- 9-Providing vocational training for sectors with wide employment area.
- 10-For the quality of the training, it is very important to ensure/increase the accessibility of the trainers' materials and tools.
- 11- The amount and quality of data collected on migrant trainers should be increased.
- 12- In terms of providing quality education, it is important to analyze global best practices for employment and to apply such practices in professional sectors.