

# IMPART

## ESF-Learning Network IMPART

Increasing the Participation of Migrants and  
Ethnic Minorities in Employment

### Toolkit



Federal Ministry  
of Labour and Social Affairs



European Social Fund  
for Germany



EUROPEAN UNION

# **ESF-Learning Network IMPART**

Increasing the Participation of Migrants and  
Ethnic Minorities in Employment

**Toolkit**

# TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	<b>4</b>
<b>1 THE IMPART BENCHMARK AND HOW IT WAS DEVELOPED</b> .....	<b>5</b>
<b>2 PEER REVIEW - THE IMPART WAY</b> .....	<b>7</b>
Stages of a peer review visit. ....	7
<b>3 HOW YOU CAN USE THE IMPART BENCHMARK</b> .....	<b>10</b>
Projects can use the benchmark to improve their own practice .....	10
Peer review can be useful for wider staff development. ....	10
ESF Managing Authorities and policy-makers .....	10
<b>4 THE IMPART BENCHMARK FOR INCREASING THE PARTICIPATION OF MIGRANTS AND ETHNIC MINORITIES IN EMPLOYMENT</b> .....	<b>12</b>
Note on terms .....	12
CRITICAL FACTORS – CORE .....	12
<b>5 USEFUL LINKS AND REFERENCES</b> .....	<b>23</b>
<b>Publisher’s information</b> .....	<b>24</b>

## INTRODUCTION

This toolkit offers the means to make better use of EU resources in initiatives which help migrants and ethnic minorities to improve their access to the labour market. These might be actions focused solely on employment, or actions with a wider brief for migrant integration including employment among other objectives. So the toolkit may be useful for

- projects and programmes that work to promote the employment of migrants and ethnic minorities – enabling these initiatives to improve their practice and achieve greater long-term impact;
- ESF Managing Authorities;
- other national or regional authorities responsible for allocating EU funds;
- funding bodies and policy-makers dealing with equality and diversity issues;
- European Commission units with responsibility for the effective use of EU resources in the field of migrant and ethnic minority employment.

The IMPART Learning Network was formed under the European Social Fund in 2009, bringing together 12 partners from seven Member States, and ran for three years. It aimed to find out how ESF support can most effectively be targeted to get long-term results from projects on the employment of migrants and ethnic minorities. The Network developed benchmarks and looked in depth at projects across most of these countries, applying the method of peer review, where trained practitioners use a benchmark or common standard to review another project or programme during a study visit. Starting from the view that most elements of good practice in this field are now well known, IMPART's method goes beyond the traditional aim of simply assessing projects to apply a more diagnostic approach:

- IMPART asks why good practice in some cases disappears with the projects which develop it, but in other cases can be sustained long after the project has ended.
- The IMPART benchmark is therefore designed not to evaluate whether a project uses good practice, but (assuming that it does) to assess its chances of getting this model mainstreamed so that its work will have impact in the long term.
- Because its aim is to understand which conditions allow for long-term impact, the IMPART peer review process does not look just at the project's own performance. It also explores aspects of the project's environment that affect its long-term chances of influencing policy. These may be factors over which the project itself has no control – such as the political or economic climate, or changes in migration patterns or funding streams.

This toolkit includes the IMPART benchmark and explains the peer review method, providing guidance on different ways these can be used. It covers:

1. The IMPART benchmark and how it was developed
2. Peer review – the IMPART way
3. Ways you can use IMPART materials
4. How you can use the IMPART benchmark
5. Useful links and references

# 1 THE IMPART BENCHMARK AND HOW IT WAS DEVELOPED

The IMPART network started with a detailed review of good practice in EQUAL and other EU-funded projects. With further research and input from IMPART partners and expert practitioners in three *Thematic Working Groups*, we developed benchmarks on three themes:

- 1 **Validating Migrant Competences:**  
projects where migrants are helped into jobs by getting recognition for their skills and abilities
- 2 **Fostering the Development of Anti-discrimination Skills:**  
strategies to help intermediaries and employers to reduce discrimination and other barriers to employment
- 3 **Integrated Territorial Approaches:**  
projects bringing agencies together in a defined geographical area to deliver a service or implement a strategy for migrant integration, including employment

IMPART identifies features of a project or its context which are critical in determining whether it is likely to have long term impact. We call these features *critical factors*. By finding out if they are present in a project, we can see whether it is likely to be successful in implementing and mainstreaming its good practice, or risks not achieving this aim.

Alongside each critical factor, the benchmark also has

- statements that can be used to indicate whether each critical factor is present
- examples of evidence that a project could use to show that it fulfills the critical factor.

To set the scene for each peer review, information was gathered on the region or country hosting the visit. The host authority also completed a questionnaire profiling their migrant populations and policies, equalities legislation, use of ESF funding, employment policies and strategies for supporting migrant employment.<sup>1</sup> These were turned into *baseline reports* for the peers to use as background context during their peer reviews, and are now available on the IMPART website.

Benchmarks were then thoroughly tested in ten peer reviews in 2010 and 2011 (see below for a description of the peer review process). Each review was carried out by a team of peers from other regions and countries in the Network. All had been through a two-day training course. A key benefit was that peers learned from each other, as well as learning about the country or region they visited.

A detailed findings report was prepared after each visit, showing how the project matched up against each critical factor and with conclusions and recommendations for the host. Once these were agreed, the final versions were published on the IMPART website<sup>2</sup>. After all the peer review visits had reported on their findings, the partners were ready to draw conclusions across all three themes. A number of common challenges emerged (see note<sup>3</sup>), which are outlined in the IMPART final report, along with recommendations for the Commission, ESF Managing Authorities, policy makers and others.<sup>4</sup>

1 Baseline reports with background context for partner countries (<http://www.berlin.de/lb/intmig/themen/thema06/impart.html>)

2 The individual findings reports (<http://www.berlin.de/lb/intmig/themen/thema06/impart.html>)

3 Key issues identified in IMPART were the importance of

- monitoring the impact of ESF-funded projects for long-term impact
- including migrants' 'voice' in ESF-funded projects to improve projects' delivery and strategy
- engaging employers as well as supporting the beneficiaries
- sufficient resources to be in place to mainstream good practice
- working with key stakeholders to improve projects' delivery and legacy
- ensuring the project is contributing to relevant policy frameworks
- assessing and validating migrants' skills to help them move into appropriate work

4 The final report addresses recommendations to projects, Managing Authorities, key stakeholders and to the Commission itself, to help with more effective allocation of funding (<http://www.berlin.de/lb/intmig/themen/thema06/impart.html>).

The *Thematic Working Groups*, peers and partners then met again and revised the benchmarks, in the light of shared experience from the peer reviews. The result was IMPART's new flexible benchmark which combines

- a **core benchmark** which can be applied to any project seeking to help migrants and ethnic minorities in the labour market; and
- **thematic modules**, each of which can be applied together with the core benchmark to projects or programmes which are tackling migrant employment from one of these three different perspectives:
  - helping individual migrants to get their skills and abilities recognised,
  - breaking down the barriers and discrimination which reduce migrants' opportunities in the labour market,
  - addressing migrants' exclusion from employment as part of strategies that bring actors together in a particular locality or region.

Whilst IMPART has focused on these three themes, other modules could well be developed in future. We would emphasise however that a rigorous process of development and testing is required to make benchmarks robust enough for effective use in very different contexts.

#### Example from IMPART CORE BENCHMARK

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>POLICY FRAMEWORK</b> In its design and operation, the project makes links explicitly with policy goals and policy-makers at relevant levels: EU, Member State and/or regional</p>	<ul style="list-style-type: none"> <li>▪ Goals set for the project are aligned explicitly with policies set at EU level or by central or regional authorities in its Member State.</li> <li>▪ Policy-makers from one or more of these levels contribute to the design of the project.</li> <li>▪ During the life of the project, it engages these policy-makers in dialogue on its development, its results and its potential contribution to their policy aims.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project planning documents that refer explicitly to equalities, migration and integration policies set at EU, national or regional level.</li> <li>▪ Records of meetings with policy-makers where project design was discussed, and decisions taken.</li> </ul>

## 2 PEER REVIEW - THE IMPART WAY

Peer review is a structured way getting an in depth understanding of a project in a relatively short time. 'Peer' means equal: that is, peers have the same sort of experience as the people they visit. By talking to a range of people and looking at written evidence, they rapidly get a detailed picture of the way the project works and what might strengthen or weaken its chances of long-run impact. Peers can reach more objective conclusions by comparing a project with a common standard or benchmark. Because this standard is also clear to the project being reviewed, its staff can more easily contribute to the review.

Both the peers and the project hosts need time to prepare for a peer review, so training and support from an expert team leader are important. The visit itself is intensive but both sides can learn a lot from it. Learning is especially rich for practitioners who can experience both roles in the process: as peer reviewer, and as a host receiving a visit to their own project.

This peer review process is explained and brought to life in the 14-minute IMPART film<sup>5</sup>. After showing how peers are trained and practise their skills, this film illustrates a real peer review and the views of peers and hosts. Detailed step-by-step guidance on running a peer review is also available from the IMPART peer review manual.<sup>6</sup>

### Stages of a peer review visit.

#### Before the visit:

- Peers are trained in interviewing and giving feedback, and on how to collect and analyse evidence. They also need to spend time becoming familiar with the benchmark.
- The host prepares a short report on their project, and what it aims to achieve.
- To set their project in context, the host partner provides background information for the baseline report, outlining the country or region's migrant populations and policies, equalities legislation, use of funding and strategies for supporting migrant employment.<sup>7</sup>
- The project also undertakes its own self assessment against the benchmark.
- Peers review this before the visit and think of questions they want to ask and evidence they would like to see for each critical factor.
- The host organises a programme of interviews with staff, external stakeholders and partners, and migrant individuals and groups.
- The host gathers together documents, videos and other relevant materials as evidence.

#### During the visit:

- On the first day the project representatives negotiate the details with the peer review team leader and give peers more background on the project and its context. A diagram explaining the organisation's structure, staffing roles and external links is helpful.
- Peers refresh their knowledge of the benchmark and, with their team leader, plan how they will work together.
- Over the next couple of days they undertake several interviews and workshops and note down the evidence that contributes to each critical factor.
- Peers can also look at any written materials and internet material which the project wants to show them.

5 IMPART film. This follows a training programme for peers and a peer review in Munich, with views from partners, peers, hosts, IMPART staff and the network moderators who led the training and peer review (<http://www.berlin.de/lb/intmig/themen/thema06/impart.html>).

6 The IMPART peer review manual includes more detail on the process of peer review, guidance for peers and projects hosting a visit, training materials, sample programmes and planning forms. It also includes the three original benchmarks that were tested in the IMPART project (<http://www.berlin.de/lb/intmig/themen/thema06/impart.html>).

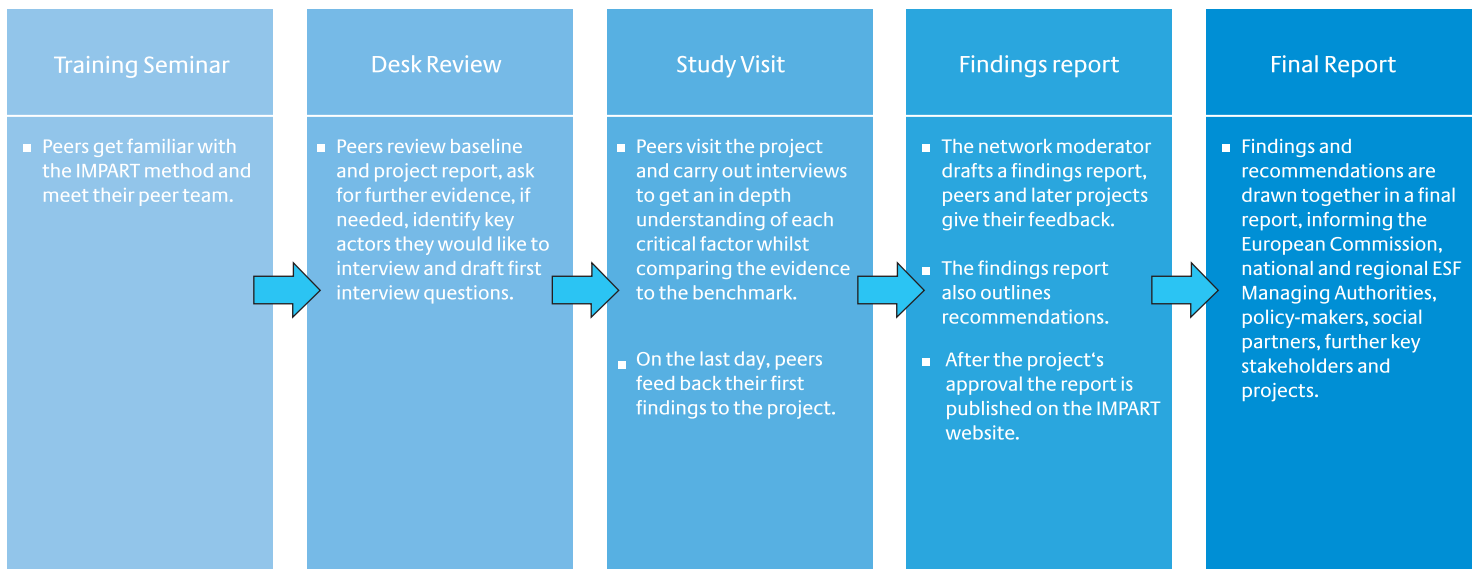
7 The IMPART baseline reports (<http://www.berlin.de/lb/intmig/themen/thema06/impart.html>).

- The peers conclude each day discussing their evidence which is gathered together on flipcharts, and look at how far the project meets the critical factors (whether these are wholly or partly matched or not matched).
- Peers give feedback at the end of the visit and discuss their initial findings with the hosts.

#### After the visit:

- A detailed report of findings is sent to the host, with suggestions on how to strengthen its work.
- The peers and host comment on the report before it is finalised.
- The project then decides how it wants to take forward the outcomes and recommendations.

### The Peer Review Process





Relationships with the host project are crucially important for this process to work. The host project must feel that it is a partner in the peer review, helping to enhance understanding of the best way to use European resources. Though it is not an evaluation of performance, projects may feel they are being scrutinised and sometimes interviews can feel stressful. To reduce tension and to give projects a full opportunity to contribute to the learning process, these steps can be taken:

- At the start, the project staff hosting the visit can present their own vision of its work and the context in which they operate.
- Peers can practise sensitive questioning techniques at their initial meeting, when they are planning how to conduct the interviews as 'critical friends'.
- Peers and project staff can spend time together informally outside the formal programme, so they get to know each other and their respective work.
- Workshops can be set up with a range of stakeholders so there is a lively exchange of views.
- Project staff can be given the opportunity to discuss the initial findings, before peers reach their final conclusions.

The host comments on the findings report and clarifies any misunderstandings before the report is finalised.

### 3 HOW YOU CAN USE THE IMPART BENCHMARK

As well as using the benchmark for structured reviews by a team of external independent peers (as described above), we illustrate below a range of other creative ways in which IMPART Network partners have applied it, or plan to do so.

#### Projects can use the benchmark to improve their own practice

IMPART's modular benchmark can be used for project planning and review. Taking the core benchmark and adding the thematic module (or modules) which suits its own activity, a project can use this combined set of critical factors as a checklist to work out where it could strengthen its practice, and which steps it could take to enhance its long-term impact.

A project can also use the structured tool of the benchmark, with or without a thematic module, to

- carry out internal self-assessment, to see how it matches up to this European standard;
- set up peer reviews with other projects, in their own country or across Member States;
- produce a development plan, once it has completed an internal review, for moving towards the benchmark's European standard;
- identify steps it could take to improve the chances of getting its good practice transferred to mainstream agencies and services;
- identify what challenges in the context in which it works can be addressed, for instance increasing the involvement of migrants in its development and delivery, or strengthening links to key stakeholders such as employers or trade unions.

#### Peer review can be useful for wider staff development

Peers, especially those who take part in more than one peer review, have identified a number of benefits for themselves and their projects or policy work. Almost all IMPART peers took the opportunity to share their experience and learning on returning home, with their own organisations, local authorities, ESF Managing Authorities, national government departments and other stakeholders. Peers can

- learn new ways of addressing the challenges in their own projects;
- learn new skills such as in depth interviewing and gathering and analysing evidence;
- have the opportunity to gain insights into the views of all key stakeholders including funders, service providers, migrant groups and project participants;
- understand more about how familiar issues are tackled in places where minority groups, migration experience and employment patterns are different;
- use the benchmark themselves in their own work to assess their project or institution, its environment and the scope to enhance its impact.

#### ESF Managing Authorities and policy-makers

Whether in a national or regional context, funders and policy-makers can use the benchmark as a framework to guide the allocation of resources in their programmes for work on migrant and ethnic minority employment, or use elements of the peer review method in their work. Here are some examples from discussion among IMPART Network partners:

- The benchmark can be applied as a checklist or set of criteria to review integration and anti-discrimination strategies at regional or national level.
- Relevant parts of the benchmark (especially Module 3 on Integrated Territorial Approaches) can be used to strengthen regional strategies and structures for working with external stakeholders.
- ESF Managing Authorities might wish to consider using critical factors from the IMPART benchmark as funding criteria, in their new Operational Programmes from 2014.
- Peers who have taken part in peer reviews could be brought together to share learning, both on issues of migrant employment and on the use of IMPART's peer review methodology.
- Managing Authorities could introduce features of peer review into methods of evaluating and comparing projects for which they are responsible.
- Managing Authorities could use the benchmark to review how they could mainstream the characteristics of effective projects more widely within their own countries.
- Projects and Managing Authorities could influence their own funding or equality bodies by pointing to Europe-wide comparisons.

## 4 THE IMPART BENCHMARK FOR INCREASING THE PARTICIPATION OF MIGRANTS AND ETHNIC MINORITIES IN EMPLOYMENT

### Note on terms

- **Project:**  
Whichever action is being benchmarked - project, programme or other initiative.
- **Migrant:**  
Residents classified by the Member State in question as migrants or immigrants, or as people with immigrant background, including asylum seekers and refugees, people born within the State whom it defines as falling within the above categories (referred to by some States as 'ethnic minorities' rather than people of immigrant background).
- **Beneficiaries:**  
Individual migrants who are the project's target group and participate in its activities.
- **Policy-makers:**  
Elected political leaders, or officials who advise political leaders on public goal-setting and resource allocation.
- **Integrated Territorial Approach:**  
A project which – within a defined, sub-national geographical part of the Member State – brings together the work of a number of actors to deliver a specific service (eg. vocational training) for that area; or brings them together to plan the delivery of a cross-service or holistic package of actions designed to promote integration of its migrant and other residents.

### CRITICAL FACTORS – CORE

Critical Factor	Tests for Critical Factor	Examples of Evidence
<b>1. NEEDS ASSESSMENT</b> Design and delivery of the project are based on an assessment of needs which is objective and inclusive..	<ul style="list-style-type: none"> <li>▪ In choosing its goals and methods, the project's sponsors do not rely only on their own judgment but also look at <b>outside, independent evidence</b> to assess which needs it should address.</li> <li>▪ To help in assessing needs, <b>a range of stakeholders are consulted</b> including the target group and social partners.</li> <li>▪ The project has <b>procedures to update its needs assessment</b> from time to time, in an objective and inclusive way, and to feed the results as necessary into the management of its operation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Statistics showing gap between migrant unemployment and host community (broken down to show women's employment gap)</li> <li>▪ Research into needs of particular minority groups.</li> <li>▪ Documents showing how needs analysis has influenced project</li> </ul>

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>2. MIGRANT VOICE</b> The project's work is guided by the views of its migrant target group on their needs and experience, both as direct beneficiaries and as wider communities.</p>	<ul style="list-style-type: none"> <li>▪ The project seeks the <b>views of its own migrant beneficiaries (participants) and of communities</b> from which they come (ie. local population groups of their national or ethnic background).</li> <li>▪ <b>Migrant self-organisations (MSOs)</b> in the project's area are <b>consulted periodically</b> about its performance and impact.</li> <li>▪ <b>MSOs are represented in the governance</b> of the project.</li> <li>▪ The project can give examples of <b>how its practice and development have been influenced</b> by the voice of communities which make up its migrant target group.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records of contact made with local migrant communities to find out their view of the project's work area (eg. records of focus groups, local meetings, surveys of their opinion).</li> <li>▪ Feedback from migrant groups Migrant representation on project board or steering group</li> <li>▪ Changes made to project as a result of consulting migrant groups and migrant who are participants in the project</li> </ul>
<p><b>3. EMPLOYER ENGAGEMENT</b> The project engages with employers throughout the life of the project</p>	<ul style="list-style-type: none"> <li>▪ The project                             <ul style="list-style-type: none"> <li>- identifies employers to work with, taking into account relevant labour market conditions;</li> <li>- consults employers periodically about their skill needs and workforce planning;</li> <li>- helps employers to understand how migrants can contribute to their business and how to take practical steps to support their integration in the workforce.</li> </ul> </li> <li>▪ Projects with the sole or dominant aim of guiding individual migrants into job opportunities, audits their skills so they can be matched with these opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minutes of meetings with employers</li> <li>▪ Record of adjustments made by projects as a result of consulting employers</li> <li>▪ Employer engagement on project board or steering group</li> <li>▪ Skills audits of beneficiaries matched to job descriptions or employer need</li> <li>▪ Employer and client feedback</li> </ul>
<p><b>4. OTHER SOCIAL PARTNERS</b> The project's work is guided by the views of other key stakeholders about labour market conditions and the best ways to promote employment.</p>	<ul style="list-style-type: none"> <li>▪ The <b>project periodically consults key stakeholders</b> including labour market agencies, chambers of commerce and trade unions about conditions in the labour market and how it can best respond to them.</li> <li>▪ These <b>stakeholders are represented in the governance</b> of the project.</li> <li>▪ The project can give examples of <b>how it has been influenced</b> by input from these key stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minutes of regular meetings with social partners and decisions taken</li> <li>▪ External stakeholders' representation on project board or steering group</li> <li>▪ Examples of changes made to practice and development as a result of consulting social partners</li> </ul>

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>5. POLICY FRAMEWORK</b> In its design and operation, the project makes links explicitly with policy goals and policy-makers at relevant levels: EU, Member State and/or regional.</p>	<ul style="list-style-type: none"> <li>▪ <b>Goals set for the project are aligned explicitly with policies</b> set at EU level or by central or regional authorities in its Member State.</li> <li>▪ <b>Policy-makers</b> from one or more of these levels <b>contribute to the design</b> of the project.</li> <li>▪ During the life of the project, it engages these policy-makers in <b>dialogue on its development, its results and its potential contribution to their policy aims.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Project planning documents that refer explicitly to equalities, migration and integration policies set at EU, national or regional level</li> <li>▪ Records of meetings with policy-makers where project design was discussed, and decisions taken</li> </ul>
<p><b>6.COMMITMENT TO MAINSTREAMING</b> The project takes active steps during its lifetime to mainstream its practice, so as to achieve long-term impact.</p>	<ul style="list-style-type: none"> <li>▪ The project, or its partners, <b>commit resources</b> to develop structures which will champion and sustain its practice after it has ended.</li> <li>▪ The project <b>creates products</b> which embody its best practice and make this practice available for use after it has ended.</li> <li>▪ Systems are developed to <b>support its migrant beneficiaries</b> after they have left the project and entered employment, and to track their longer-term employment experience.</li> <li>▪ The project uses <b>dialogue with policy-makers</b> to promote the transfer of its good practice into mainstream services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Descriptions of local networks supported by the project, their membership and funding</li> <li>▪ Toolkits, training systems, websites and other products</li> <li>▪ Information on how and where these products have been distributed.</li> <li>▪ Records of meetings with policy-makers where they discussed possible future use of the project's methods</li> <li>▪ Joint public statements with policy-makers, promoting the project's practice</li> </ul>

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>7. MONITORING AND EVALUATION</b> Monitoring and evaluation systems show how far the project makes a difference to labour market experience for migrants, and where change is needed.</p>	<ul style="list-style-type: none"> <li>▪ The project uses methods for <b>monitoring and evaluation</b> that are                             <ul style="list-style-type: none"> <li>- <b>structured and transparent;</b></li> <li>- <b>adapted to the target group</b> and its labour market experience</li> <li>- able to <b>use the most relevant evidence</b>, quantitative or qualitative;</li> <li>- open to complexity, <b>capturing both ‘hard’ outcomes</b> (quantifiable employment outcomes) <b>and ‘soft’ outcomes for beneficiaries</b> (outcomes which show beneficiaries new skills or steps towards employment).</li> </ul> </li> <li>▪ The project <b>applies monitoring and evaluation results to improve performance</b>, and to guide change in its practice.</li> <li>▪ The monitoring and evaluation can not only assess current performance, but also test whether the project is <b>likely to make a long-term difference</b> to migrants’ participation in employment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular internal monitoring, comparison with external sources of data</li> <li>▪ Internal evaluations and external independent evaluation where appropriate</li> <li>▪ Information on ...                             <ul style="list-style-type: none"> <li>- Hard outcomes including employment results</li> <li>- Soft or intermediate outcomes marking beneficiaries progress towards employment</li> </ul> </li> <li>▪ Decisions and actions taken based on project’s monitoring and evaluation reports</li> <li>▪ Follow up of sample of migrants over period of time</li> </ul>

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>8. EQUALITIES</b> Throughout its work, the project consistently promotes equalities and tackles discrimination.</p>	<ul style="list-style-type: none"> <li>▪ The project has a core objective, of <b>promoting equality and tackling discrimination that affects employment outcomes</b> (a) between migrants and other population groups and (b) between genders and (c) other groups within migrant and ethnic minority communities.</li> <li>▪ This <b>equalities objective – in all aspects - is built into the project’s own employment practices.</b></li> <li>▪ In its work with employers and mainstream agencies, the <b>project</b> <ul style="list-style-type: none"> <li>- - <b>makes the case for equality and diversity</b></li> <li>- - <b>challenges discrimination</b></li> <li>- - encourages these partners to adopt strategies and monitoring <b>procedures which will enhance equality and reduce risks of discrimination.</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Statements of project’s own employment policy showing it tackles risks of discrimination eg. encouraging job applications from disadvantaged groups; monitoring its staff profile; supporting MEM employees.</li> <li>▪ Project staff are trained to promote equality and to be aware of discrimination, in their delivery of the project’s service</li> <li>▪ Project evaluation reports consider how far it has helped to reduce inequality and discrimination.</li> <li>▪ Records of meetings with employers and other stakeholders that show how the project raises equalities issues with them.</li> <li>▪ Examples of how it has helped to shift attitudes towards migrants and ethnic minorities, among these actors</li> </ul>



**MODULE 1: ASSESSMENT AND VALIDATION – VALUING MIGRANT COMPETENCES**

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>1. VALUING MIGRANT COMPETENCES</b>                      There is effective assessment and recognition of migrant competences and skills.</p>	<ul style="list-style-type: none"> <li>▪ There is an effective process for <b>initial engagement and assessment</b> of competences with migrant groups, with</li> <li>▪ Capacity to <b>validate formal qualifications and skills</b> gained in the country of origin, or to re-qualify or adapt qualification in line with EQF or national framework for qualification assessment;</li> <li>▪ Inclusion of <b>competence-based assessments</b> that lead to re-qualification;</li> <li>▪ Inclusion of <b>language training or citizenship programmes</b> to facilitate integration into the workplace and society;</li> <li>▪ Inclusion of <b>vocational training programmes</b> leading to validation of skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback forms or surveys of participants' views</li> <li>▪ Effective assessment techniques and certified training run by professional education or skills agency/body</li> <li>▪ Reference to appropriate EQF level and/or national strategy/Framework for qualifications assessment</li> <li>▪ Learner information held by agencies and service providers</li> <li>▪ Numbers assessed, re-qualifying and progressing into training/employment as a result</li> </ul>
<p><b>2. INDIVIDUAL SUPPORT</b>                      The project provides individualised support for beneficiaries.</p>	<ul style="list-style-type: none"> <li>▪ Accredited, high-quality <b>Information, Advice and Guidance (IAG)</b> is accessible to beneficiaries, with</li> <li>▪ Provision of <b>one-to-one support</b> by experienced project staff;</li> <li>▪ Provision of <b>tailored support services</b> to meet individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality benchmarks/awards/certification</li> <li>▪ Number of multi-lingual staff employed and accredited to give IAG</li> <li>▪ Numbers of migrants accessing IAG</li> <li>▪ Availability of bi-lingual IAG materials, promotional and training materials</li> <li>▪ Numbers of staff available for one-to-one support</li> </ul>

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>3. PROMOTING SUSTAINABLE JOB OUTCOMES</b> The project produces sustainable employment outcomes.</p>	<ul style="list-style-type: none"> <li>Beneficiaries' <b>desired job outcomes and goals</b> are discussed and considered at an early stage.</li> <li>Inclusion of <b>employability training and/or work-focused training.</b></li> <li><b>Employers are encouraged to support</b> those furthest from the workplace.</li> <li><b>Involvement of relevant employers and skills agencies</b> in the design of course content, to improve the match between supply (of relevant skills) and demand</li> <li>Provision of <b>post-employment (in-work) support</b> which may include buddy schemes, workplace mediation or workplace visits</li> </ul>	<ul style="list-style-type: none"> <li>Numbers progressing into work and levels/ length of job retention</li> <li>Duration of post-employment support</li> <li>Records of initial consultation with beneficiaries</li> <li>Number of employers and skills agencies involved</li> <li>Audits of migrant skills and matching them with employment opportunities</li> <li>Types of employer involvement e.g. CV and interview support, coaching, work shadowing, job placements, competence based job descriptions</li> <li>Feedback from employers and beneficiaries</li> </ul>

## MODULE 2: FOSTERING ANTI-DISCRIMINATION SKILLS

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>1. METHODS</b> A range of methods are chosen to develop anti-discrimination skills among staff.</p>	<ul style="list-style-type: none"> <li>Staff development is based on an <b>assessment of approaches that meet identified needs.</b></li> <li>Approaches have been selected to <b>address challenges facing migrants.</b></li> </ul>	<ul style="list-style-type: none"> <li>Planning documents showing research into needs, audit of current practice, assessment of what works, clear rationale for selecting approach</li> <li>Methods including actions such as one-to-one and language support for new migrants</li> <li>Training for employers and their staff as well as project 's employees</li> </ul>
<p><b>2. INVOLVING MIGRANTS</b> Migrants and NGOs are involved in Staff Development.</p>	<ul style="list-style-type: none"> <li><b>Migrants' views contribute to the planning, delivery and evaluation</b> of training courses and projects.</li> <li><b>Migrants groups are funded to develop awareness of rights and responsibilities</b> in their own communities and intercultural understanding in other organisations.</li> </ul>	<ul style="list-style-type: none"> <li>Results of ongoing consultation with local migrants and ethnic minority (MEM) groups and individuals</li> <li>Funding and training opportunities for MEM and MSOs to take on intermediary or training roles</li> <li>Plans that demonstrate migrants active participation in training and development activities</li> </ul>

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>3. ANTI-DISCRIMINATION EXPERTISE</b>                      Staff supporting and recruiting migrants show awareness of anti-discrimination laws and find ways of addressing discrimination in practice.</p>	<ul style="list-style-type: none"> <li>▪ Staff in projects, employment agencies, guidance and Human Resource departments show <b>awareness of discrimination issues</b> whether within legal frameworks or falling outside them.</li> <li>▪ <b>Gender discrimination, age discrimination and discrimination facing particular minority groups</b> is tackled.</li> <li>▪ Active steps are in place to <b>address discrimination in the workplace.</b></li> <li>▪ Measures are in place to <b>help migrants get into jobs which reflect their skills and potential.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Training and activity plans covering relevant local and broader national legislation and discrimination issues</li> <li>▪ Specific discrimination issues are addressed and gender issues are mainstreamed.</li> <li>▪ Equal Opportunity policies or diversity charters in place and followed by all staff</li> <li>▪ Employers' recruitment and promotion policies with measures to ensure migrants are not only in unskilled jobs</li> <li>▪ Workforce profiling</li> <li>▪ Monitoring of barriers to employment and promotion and monitoring of staff attitudes</li> </ul>
<p><b>4. SPREADING GOOD PRACTICE</b>                      Good practice is spread through toolkits, internet and networking.</p>	<ul style="list-style-type: none"> <li>▪ A range of methods are used to <b>share good practice</b> with employers, other projects and mainstream agencies.</li> <li>▪ Employers' and recruiters' strategies and activities reflect <b>new ways of reducing barriers to employment.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of websites, toolkits, case studies and other materials to mainstream learning</li> <li>▪ Evidence of promotion through professional and employer networking, charters, agreements with unions, etc.</li> <li>▪ Increasing number of employers welcoming and promoting diversity to MEM customers and potential employees</li> <li>▪ Evidence of new materials and approaches being used in different organisations</li> </ul>

### MODULE 3: INTEGRATED TERRITORIAL APPROACH

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>1. POLITICAL LEADERSHIP</b> Elected local or regional authorities give political leadership to the project, in ways that are visible to the public.</p>	<p>Elected local or regional authorities give <b>strong, visible and consistent leadership</b> to the ITA project or programme which</p> <ul style="list-style-type: none"> <li>▪ links it to their wider <b>policy goals</b>;</li> <li>▪ ensures commitment and coordination within their <b>own administration</b>;</li> <li>▪ builds trust among partners; and</li> <li>▪ works to build political support for the project <b>among the public</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engagement with the project by senior elected members of the local/regional authority for the relevant area</li> <li>▪ Structure set up within the authority to coordinate its own input to the project</li> <li>▪ Range of decisions – including those on resource allocation – which are shared between project partner</li> <li>▪ Degree of support and approval for the project which is shown by the local public, and by local third sector bodies</li> </ul>
<p><b>2. RANGE OF PARTNERS</b> A wide range of actors in the project's territorial area, from across sectors, commit themselves to it as project partners.</p>	<ul style="list-style-type: none"> <li>▪ The project is set up as a <b>partnership</b> whose members includes – besides employers and representatives of the migrant target group (see Core CFs) – a range of other actors drawn from across <b>public, private, and third sectors</b>.</li> <li>▪ These partners have <b>clear roles</b> within its structure.</li> <li>▪ They have formally <b>committed</b> themselves to support the project, and to help it to fulfil its goals.</li> <li>▪ They <b>take part in decisions</b> on its operation and development, and the project can show examples of how partners have helped to influence its work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents showing the project's partnership structure including its partners, listed by sector and groups they work with</li> <li>▪ Records (eg. minutes) of project decision-making, showing partner participation</li> <li>▪ Information on their positions and tasks within its management structure</li> </ul>

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>3. LEGAL STATUS</b> The project partnership has formal legal status, giving it scope to develop its practice through independent actions.</p>	<p>The project partnership has acquired its own identity as a <b>legal entity</b> which allows it</p> <ul style="list-style-type: none"> <li>▪ to launch <b>new initiatives</b> as part of its own development, beyond what was specified in its original project design;</li> <li>▪ to call on some or all of its partners to support such new initiatives by contributing <b>financial or other resources</b> to them;</li> <li>▪ to make <b>contracts and investments</b> beyond the period of its current EU funding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partnership’s legal status and powers arising from it</li> <li>▪ The proportion of partners’ own resource use and/or service provision which can be determined by joint decisions of the project partnership</li> <li>▪ How far this partnership itself can influence delivery of services to the MEM target group</li> </ul>
<p><b>4. GOVERNANCE</b> The project is governed by a simple and transparent structure which gives flexibility, allowing it to adapt as the project develops.</p>	<p>The project is steered by a system of governance (or senior management) whose <b>structure is simple</b> with a minimum of hierarchy, functional divisions and working groups.</p> <p>This governance system makes clear who <b>ultimately has control</b> over the project and its activity.</p> <p>It regularly <b>consults other stakeholders</b> outside the partnership – including social partners, representatives of the migrant target group, and its own sub-contractors – to get their input to its decision-making.</p> <p>External stakeholders in general <b>understand how the project is governed</b> and who should be contacted to influence it.</p>	<ul style="list-style-type: none"> <li>▪ Documentation on the design of the project’s management structure</li> <li>▪ Testimony from partners and outside stakeholders on                             <ul style="list-style-type: none"> <li>- how clearly they can identify key decision-makers within this structure;</li> <li>- how it works in practice, in particular its ability to respond to change</li> </ul> </li> <li>▪ Reports from migrant groups, other stakeholders, and sub-contractors about how far this structure is transparent and open to their views</li> </ul>

Critical Factor	Tests for Critical Factor	Examples of Evidence
<p><b>5. PROJECT STRATEGY</b> Objectives based on evidence about needs are brought together in a comprehensive long-term strategy for the development of the project, which is jointly agreed by its partners.</p>	<p>This ITA project has a <b>strategy</b> which</p> <ul style="list-style-type: none"> <li>▪ focuses on <b>objectives</b>, related to its territorial area, which are chosen in response to the project's needs assessment;</li> <li>▪ sets out clear <b>roles / targets / milestones</b> for its partners, with coherence between actions;</li> <li>▪ is prepared through a process open to <b>migrant groups and other stakeholders</b>;</li> <li>▪ then becomes a published document, <b>visible and accessible</b> to stakeholders and the wider public;</li> <li>▪ plans explicitly for <b>long-term policy impact</b> beyond the project period.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grant application documents – sections (if any) on the project's initial strategy or plans for developing one</li> <li>▪ The partnership's agreed strategy document</li> <li>▪ Records of project management meetings and of internal functions like staff training, to see how far the strategy influences them</li> <li>▪ Documentation and testimony on the process of planning and drafting the strategy, including experience of that process among migrant groups and other stakeholders</li> </ul>

## 5 USEFUL LINKS AND REFERENCES

- European Agenda for the Integration of Third Country Nationals 2011  
[http://ec.europa.eu/home-affairs/news/intro/docs/110720/1\\_EN\\_ACT\\_part1\\_v10.pdf](http://ec.europa.eu/home-affairs/news/intro/docs/110720/1_EN_ACT_part1_v10.pdf)
- Europe 2020, A Strategy for Smart, Sustainable and Inclusive Growth, 2010  
[http://eunec.vlor.be/detail\\_bestanden/doc014%20Europe%202020.pdf](http://eunec.vlor.be/detail_bestanden/doc014%20Europe%202020.pdf)
- European Website on Integration covering policy updates, good practice database, etc  
<http://ec.europa.eu/ewsi>

## Publisher's information

### Published by:

Learning Network „IMPART – Increasing the Participation of Migrants and Ethnic Minorities in Employment”

Network Lead Partner

Senate Department for Economics, Technology and Research, Berlin

IMPART Technical Secretariat – Network Coordination

The Commissioner of the Berlin Senate for Integration and Migration

[www.impart.eu](http://www.impart.eu) / <http://www.berlin.de/lb/intmig/themen/thema06/impart.html>

This action is running under „Learning for Change – Setting up Learning Networks under the ESF 2007 – 2013” and receives funding by the European Commission.

**Layout/typesetting:** Graphic Section, Federal Ministry of Labour and Social Affairs, Bonn

**Print:** Inhouse-Print



This publication is made available as part of the public relations work of the German Federal Ministry of Labour and Social Affairs. It may not be used for electoral campaigning by any political party, canvasser or electoral assistant during any European, Bundestag, Landtag or local election. In particular, it may not be distributed at any electoral campaign event or political party information stand; no party-political information or advertising may be inserted in, printed on or otherwise attached to it; and it may not be passed on to any third party for purposes of electoral campaigning. Regardless of when, how and in what quantities it is supplied and of whether an election is imminent at the time, this publication may not be used in any way such that the German Federal Government could be construed as favouring any particular political grouping.