



MUNICH, Germany

Providing Adult Learning for Migrants and Refugees

Key facts

To support the integration of newly arrived migrants and refugees, the City of Munich offers individual educational profiling and targeted educational programmes that are based on a resource oriented approach of empowerment and, among other things is combined with intensive psychosocial support for those in need .

Timeframe and funding	The programme is running for an unlimited time and is supported by funding from the city-level budget and the European Social Fund.
City population	1,488,202
Governing body	Munich City Council
Link	

Main objectives

The key objective of the programme is:

- To support the socio economic participation and integration of newly arrived migrants and refugees in vocational education, apprenticeships and the labour market more broadly.

The programme is based on the recognition that long-term unemployment, and extended periods of labour market and social exclusion negatively effects individuals, including through the loss of vocational skills, social skills, self-confidence, motivation, identification with the new surroundings and re-traumatisation.

Content and mode of delivery



To avoid these pressing issues, the programme ensures that newly arrived migrants and refugees are offered counselling relating to education and training from the first day of arrival in the city. The programme starts with an individual educational profiling by the counselling centre “IBZ Sprache and Beruf” on which individual support needs are defined, and the student is placed in the various educational programmes. These include German language, basic education and catching up on school-leaving qualifications (also for people over 25), preparation courses for the labour market, and offers that accompany and support at the transition from school to training and employment. Each new educational programme or offer is authorised by the local government and is promoted through different newsletters.

A key characteristic of the programme is the emphasis placed on intensive psychosocial support, which forms a central part of all the concepts and measures used in the programme. In addition, the programme follows a resource orientated approach of empowerment, where the definition of learning goals takes into account the individual capacities of learners and individual achievements, living conditions and personal goals are seen as crucial for confidential cooperation between clients and practitioners. Lastly, the programmes are organised to best meet the needs of the highly heterogeneous groups of learners, including by limiting classes to 16 participants and by providing programme flexibility in order to adjust according to the student group.

Stakeholders



The main stakeholders in the project are:

- The local administration
- Providers
- Social workers in the milieu

The local administration is responsible for the analysis of existing programmes as well as the need for new programmes, the scope and content of the programmes, control and communication with independent providers and the counselling centre, which transfers clients to providers. The providers are responsible for the actual provision of the education and training programmes and for reporting to the local administration and counselling centre. Lastly, the social workers in the milieu are responsible for the provision of information concerning the needs of the target group vs. the provision of educational programmes and the signing in of clients to counselling centres.

Key challenges, success factors & transferability



According to the city, a key success factor that could be transferred to other places is the special emphasis placed on intensive psychosocial support, which is anchored in all programmes and measures provided. Another success factor is the limited size of classes (no more than 16 persons per class) and the flexibility and specialisation of programme content to meet the needs of the heterogeneity of learners. Lastly, the definition of learning goals based on the capacities of the individual learners is also highlighted as a key success factor. Appreciation of individual achievements, living conditions and personal goals is seen as crucial for confidential cooperation between clients and practitioners.

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