

laeneAs

# Identification of Educational Barriers of Young Refugees in Vocational Training

The Participatory and Transdisciplinary  
Research Project “laeneAs”

Prof. Dr. Stefan Thomas, University of Applied Sciences Potsdam

Prof. Dr. Annette Korntheuer, University of Applied Sciences München

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**HM** Hochschule  
München  
University of  
Applied Sciences

**FH;P** Fachhochschule Potsdam  
University of  
Applied Sciences

JS-20 - Inequalities in Educational Integration of Young  
Refugees

# Outline

1. **laeneAs** – Educational Barriers of Young Refugees in Vocational Training in rural areas
2. **Method** – Real-World Labs
3. **Results** – Educational Barriers
4. **Outlook** – „Approaches of Good-Practices“

# 1.laeneAs – Educational Barriers of Young Refugees in Vocational Training in Rural Areas

(Ländliche Bildungsumwelten junger Geflüchteter in der  
beruflichen Ausbildung)

# Research Interest

1. Identifying structural, societal and individual barriers to education within the VET system for refugees and migrants
2. Developing good practice models to promote successful educational pathways for young refugees in vocational training in rural counties by key stakeholders in real-world labs:
  - political stakeholders, educational practitioners, and refugee youth
3. Considering the perspectives of the refugee youth as crucial - Peer-Research as an approach that empowers them as active producers of knowledge in participatory citizen social science

# Research Topic

- Roughly 340,000 refugee youth—recognized refugees, rejected asylum seekers, and asylum seekers—aged 16 to 24 lived in Germany in 2019
- Vocational education and training (VET) is a crucial factor for lifelong participation in the labour market
- Successful integration into the labor market usually requires a two to three years of vocational training for most non-academic occupations
- A lack of social integration and educational opportunities for migrants and refugees especially in rural areas
- Comparative analysis of four counties in two German federal states:
  - Brandenburg: East Germany, low economic power, emigration
  - Bavaria: Southern Germany, shortage of skilled workers

# Research Question

- How can the German education system overcome existing educational inequalities and disadvantages among young refugees in the VET system
  - formal education (schools, companies, county administration responsible for education and integration, chambers of crafts)
  - non-formal education (social work, social counselling, youth clubs)
  - informal education: family, social networks (friends, sports teams, job instructors, neighbourhood associations, volunteering etc.)

## 2. Method: „Real-World-Labs“

# laeneAs - LÄNDLICHE BILDUNGsumWELTEN JUNGER GEFÜCHTETER IN BEZÜGLICHER AUSBILDUNG

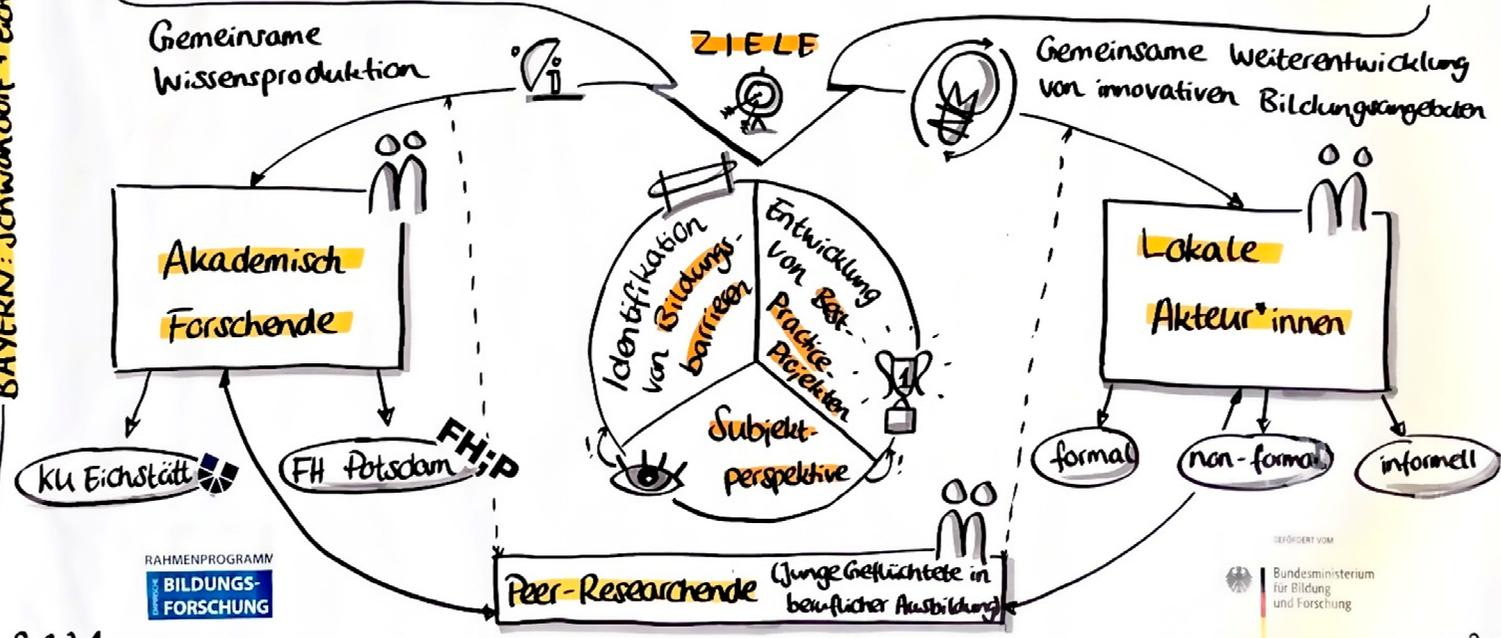
**REALLABORE**  
Je sechs Workshops mit allen Beteiligten (davon drei Zukunftswerkstätten)

**INTERVIEWS**  
Mit Expert\*innen

**PEER-RESEARCH-TREFFEN**  
Selbst forschen mit Photo-Voice & Interviews + Erfassen von subjektiven Sichtweisen

BAYERN: Schwandorf + Eichstätt

BRANDENBURG: Marienhausen + Oderland + Ostprignitz-Ruppin



2021

2024

PARTIZIPATIVES, KO-KONSTRUKTIVES FORSCHUNGSPROJEKT ZUM ABBAU VON BILDUNGSBARRIEREN



# Transformative and Transdisciplinary Research: Future Labs

The real-world labs were realized in six day-long workshops

1. Three of these were conducted in the Future Workshop format
  1. Critique phase
  2. Utopia phase
  3. Realization phase
  - Brainstorming was used as a starting point.
  - There was alternation between large and small group work phases.
2. Development of action plans.
3. Three follow-up workshops to guide the development and evaluation of projects



# Utopia Phase – Drawn Visions



# Realization Phase – Challenges and Strengths

## (Aus)Bildungssystem / Struktur

<p><b>Herausforderung</b></p> <ul style="list-style-type: none"> <li>- Inhalte einer Ausbildung überfordern Geflüchtete</li> <li>- Traumata unter Geflüchteten</li> <li>- Qualifikationen werden nicht anerkannt</li> <li>- Es muss eine komplette Ausbildung gemacht werden</li> <li>- <b>Neu erarbeitet: offizielle Zulassung (nur mit B2)</b></li> </ul>	<p><b>Ziel (Positivformulierung)</b></p> <ul style="list-style-type: none"> <li>- Inhalte aufarbeiten</li> <li>- Inklusion, positiver Zukunftsentwurf</li> <li>- Qualifikationen anerkennen</li> <li>- Teilbereiche einer Ausbildung anbieten</li> </ul>
<p><b>Lösungsideen/Maßnahme(n)</b></p> <ul style="list-style-type: none"> <li>- Nachhilfekurs</li> <li>- Ermächtigung, Betreuung, Mentoren, Gastfamilie</li> <li>- Praktische, verkürzte Prüfungsverfahren</li> <li>- Teilqualifikation, Ausbildungsabschnitte, größeres Prüfungsangebot</li> <li>- <b>Neu erarbeitet: Ausbildungswegweiser</b></li> </ul>	<p><b>Hindernisse</b></p> <ul style="list-style-type: none"> <li>- Finanzierung/Verfügbarkeit/Bürokratie</li> <li>- Angebote kennt man nicht, Druck der Lebenslage</li> <li>- Mangelnde Kenntnis dazu</li> <li>- Besteht für viele Ausbildungen nicht</li> </ul>

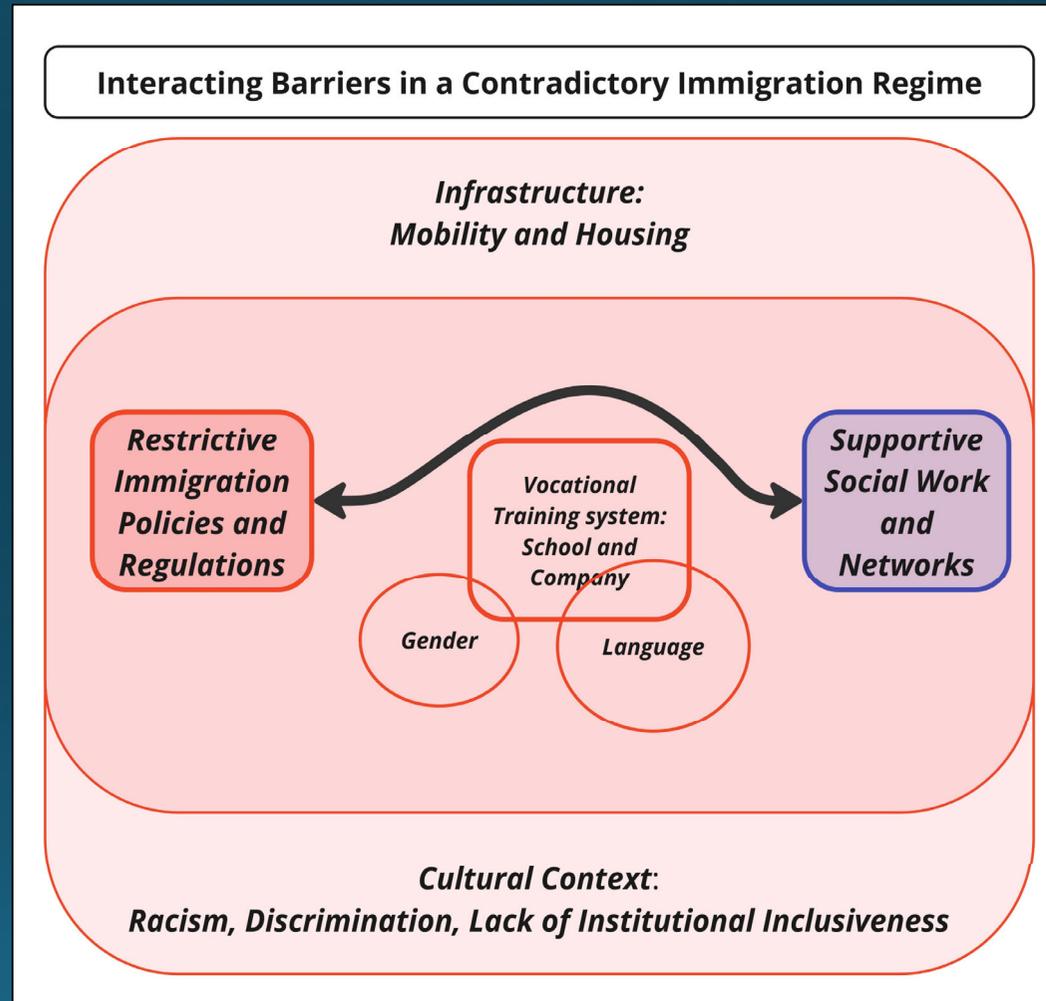
# 3. Results „Educational Barriers“

## Educational Barriers – An Overview

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1. Infrastructural and cultural barriers:
  - Inadequate and restricted access to housing and mobility
  - exclusion due to racism, discrimination, and a lack of institutional inclusiveness on the other
2. Day-to-day problems that are virulent in
  - vocational schools and companies
  - due to inadequate language skills
  - caused by gender-specific challenges and exclusion
3. Restrictive immigration policies and regulations

# Interacting Barriers – A Conceptual View



(Source: Own Depiction)

## Realization Phase – Challenges and Strengths

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- Migration policy and restrictive bureaucracy: residence regulations, a complex administrative landscape and a lack of inclusivity.
- Discrimination and racism as a cross-cutting issue in society, among the authorities, in companies and schools, in the housing market, a lack of self-representation and recognition.
- Challenges in the training system: financial pressure; lack of resources in companies and vocational schools; technical language barriers; childcare; restrictive recognition of degrees.

## Realization Phase – Challenges and Strengths

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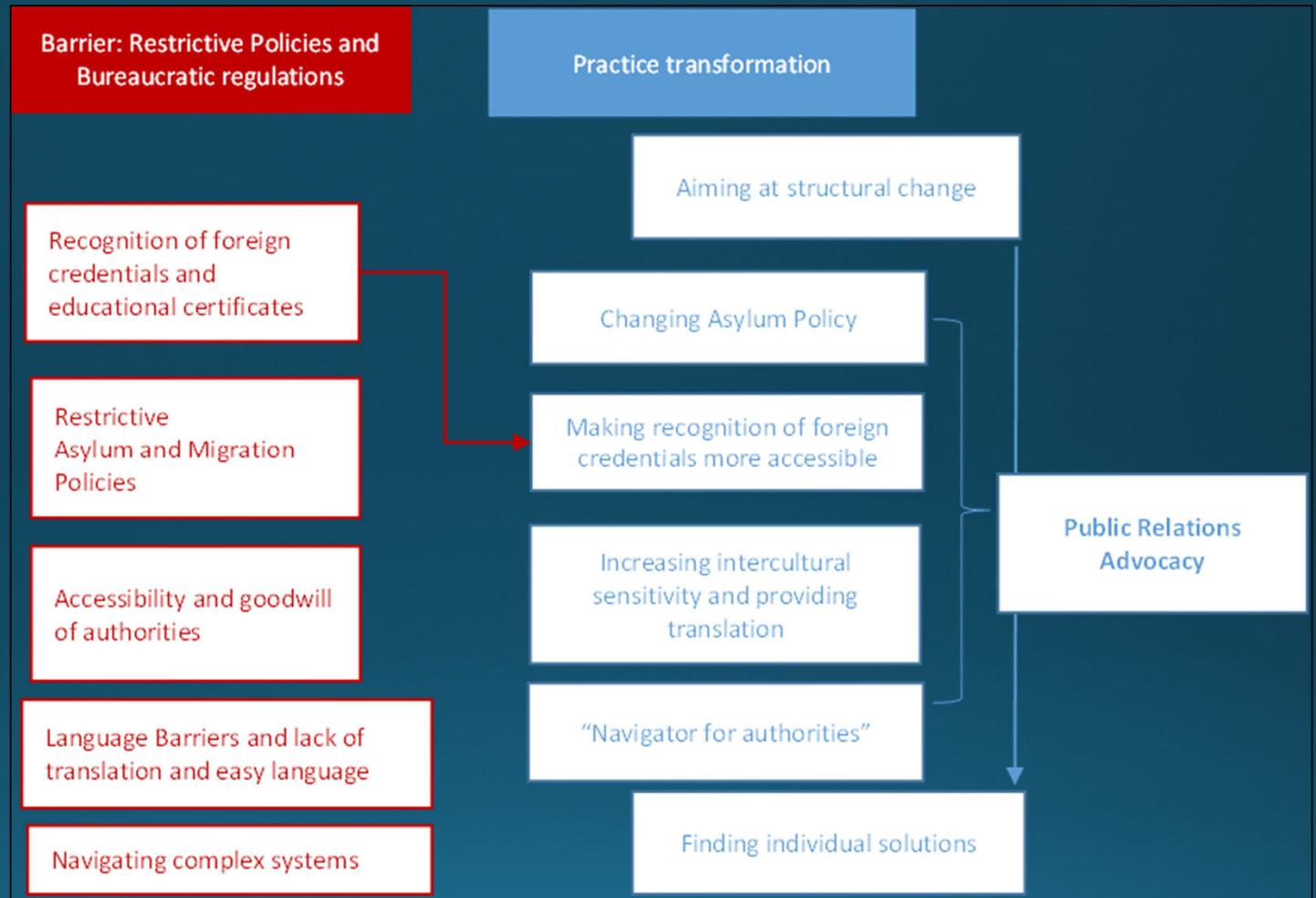
- Mobility: poor accessibility of educational institutions, residence requirements and costs of driving licences and unfeasible public transportation.
- Housing: Complex living and learning environment; peripheral location; social isolation; inadequate Wi-Fi facilities; mobility; restrictive residency requirements; and discrimination on the housing market.
- Language: technical language, exams in German, dialects and everyday communication (in Bavaria); inadequate German language support and access to language courses.
- Gender: access to education, wearing a headscarf, discrimination/racism, childcare.

## Restrictive asylum and migration regimes – Voices from the field

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- "We've been talking about laws, regulations and directives all day today. So-, we've just had the topic-, because that's our circle. And we don't have that, and we're not allowed there. And so on and so forth. So-, all the typical German restrictions that we have to deal with every day-, we have far too many of them. We've even written that down below. They simply give us a hard time. ... in our daily work. And the magic word of the German: Bureaucracy." (23:51, 326)
- "All authorities lack intercultural opening processes, lack opening processes at all. So nothing is happening at all" (2 47:18)

# Restrictive asylum and migration regimes – Barriers and transforming practices



(Source: Own Depiction)

# 4. Outlook „Approaches of Good-Practices“

# Capacity Building and Advocacy



laeneas-bildungsumwelten.de/peerresearchgroup/forderungspapier-erstellt/



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List of demands for successful training for young refugees



## Promising- Practices

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- Local Conference of stakeholders and policy makers: “Good training after flight”
- Photo exhibition of the Peer Research Group
- Advocacy group/ Migration Advisory Board in cooperation with “Network Racism and Discrimination free Bavaria”
- Trainee housing: Improving access to existing trainee accommodation
- Preparation of a list of links to online language courses
- ...

# Thanks for your Interest!



# Literature

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