

Dear colleagues, partners and friends of G.R.E.A.T.,

our new project RecoVET (Recognition of Good VET practice for refugees) has just been launched. The University of Bergamo, the University of Innsbruck and the University of Valencia are also involved in the project. In order to apply good practices in the context of vocational integration of refugees, RecoVET aims for the development of a concept for the external assessment and recognition of specific quality in refugee integration. It will consist of an online training for quality assessors (e.g. accreditation agencies) to prepare them for the specific challenges of refugee integration in the VET sector. The second outcome will be a complementary quality recognition manual and literature to accompany the online training. In addition, the development of a practice-oriented Toolbox for the implementation of assessment and recognition is planned. In this process, the researchers can also build on the results of a previous Erasmus+ project called [GoodVET](#), as VET specific quality indicators for the successful integration of refugees had already been developed within this project. Due to the EU-wide applicability of the project results, a positive impact on the integration of refugees throughout Europe is expected. For further information about the project RecoVET, please have a look on our [website](#).

In addition, we want to share three of our latest publications with you:

1. Jørgensen, C., Hautz, H., & Li, J. (2021). The Role of Vocational Education and Training in the Integration of Refugees in Austria, Denmark and Germany. *International Journal for Research in Vocational Education and Training*, 8(3), 276–299. <https://journals.sub.uni-hamburg.de/hup2/ijrvet/article/view/715>.

*Vocational education and training (VET) plays a crucial role in the social inclusion of refugees. The aim of this paper is to examine how the VET systems of Austria, Denmark and Germany responded to the arrival of young refugees since 2015. VET in these countries are all categorised as systems of collective skill formation. The article examines and juxtaposes the legal rights, the actual opportunities and the barriers to refugees' participation in and completion of VET at upper secondary level in the three selected countries. The study is based on reviews of literature and an analysis of refugee policies in the three countries. The findings of the study are divided into six categories that structure the analysis: admission requirements, validation of prior learning, vocational guidance, language training, social support measures and access to apprenticeships. The analysis finds that both asylum seekers and recognised refugees have more opportunities in Germany than in the other two countries regarding the key categories. The findings show no major differences in the position of the social partners in the three countries in relation to refugees' participation in VET, however the national governments reacted differently to the influx of refugees.*

The paper is freely accessible [here](#).

2. Heuer, S., & Pilz, M. (2022). Work-orientated learning: The use of case studies in business education from a student's perspective. TVET@Asia, 18.

*In order to integrate practical and work-orientated teaching-learning concepts into commercial vocational education and training courses, the use of simulations is recommended, especially at fulltime vocational schools. In Germany, the use of business case studies has also been discussed and recommended for many years. Against this background, it is surprising that there are hardly any empirical findings on the use and impact of these case studies in German commercial schools. This study, therefore, addresses this research gap and focuses on the student perspective in commercial education in the German vocational education and training system.*

The paper is freely accessible [here](#).

3. Pilz, M., Chen, P., Mies, R., Rumpold, H., & Greimel-Fuhrmann, B. (2022). Economicknowledge among pupils in Austria, India and China: Empirical evidence and cross-country comparison. In: Research in Comparative and International Education, onlinefirst, <https://journals.sagepub.com/doi/abs/10.1177/17454999221074452>.

*Knowledge of economics is becoming essential for citizens to adapt to economic life. Against this backdrop, the economic education of young people in the general education system has, in recent years, assumed greater importance at the level of education policy in many countries. For this reason, an empirical study was conducted in Austria, India and China. The survey tool examines the economic knowledge, self-assessment, personal interest, and attitude towards economic topics among pupils who are about to finish lower secondary school.*

We are also proud to announce that this year's **4th International G.R.E.A.T.-Conference** in Cologne is fully booked. We are looking forward to the exciting contributions and the resulting publications.

If you want to find more up-to-date information about G.R.E.A.T. and G.R.E.A.T. in India, as well as our current projects and activities, please visit our [website](#).

We thank you very much for your support and cooperation. Please do not hesitate to contact us for further information or feedback.

Best regards,

Matthias Pilz and the whole G.R.E.A.T. – Team

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