

**IO2 The development
of a new model and
structure for academic
and vocational offer and
Mapping tool
for**

**From Exclusion to Inclusion –
A model towards upskilling and Integration
(FETI)**

2019-1-NO01-KA204-060276



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PROJECT INFORMATION

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Executive summary

The FETI Intellectual Output 2 IO2 a) -The development of a new model and structure for academic and vocational offer and b) Mapping tool aims to provide the foundation for the consortium's work to produce and deliver the models and structure for academic and vocational offers and the mapping tool.

This report has been drafted by ENGIM Piemonte and adopted by the project consortium following discussion at a virtual meeting and the provision of templates of tools for gathering the information. The document will be revised as required from and discussed at each virtual transnational project meeting, and translated in due course into Turkish, Italian and Norwegian.

The FETI project, like all European projects that take place in this particular historical period, is affected by numerous changes, delays and adjustments due to the health emergency from Sars Cov-2 (COVID 19 global pandemic). The cultural and national context differences widened further during the pandemic: Scotland, Norway, Italy and Turkey, partner countries of the FETI project, have suffered and continue to suffer lockdowns and severe restrictions to counter the spread of the Covid 19 infection. Measures, taken by the governments of the countries, are taken at different times and are dependent upon the situations and this has made it very difficult to complete Intellectual Output 2 . Transnational project meetings that were used for the exchange of good practices between the partners were not held and this profoundly affected the development of the project.

The final product of IO2 will be a fluid output that can be used both online and face to face with different users. A resilient model, composed of different tools used by the FETI project partners in their own context, to assist operators and counsellors in the relationship process that accompanies any model of skills assessment. The users of this project are in vulnerable categories such as refugees, which is why we deeply believe that the creation of an effective relationship model can more accurately support the skills assessment of the users, a fundamental step for social and work inclusion in Europe for refugees.



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1. Project description

The European Pillar of Social Rights states ‘Everyone has the right to quality and inclusive education, training, and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and successfully manage transitions in the labour market’. Concurrently with this commitment, the Recommendation ‘Upskilling Pathways: New Opportunities for Adults’ was adopted in 2016 by the EU Council confirming that adult learners should access one continuous, coherent, comprehensive initiative involving stakeholders responsible for providing skills assessments, learning offers and validation arrangements. Moreover, the 2019 annual work programme for the implementation of ‘Erasmus+’, in line with the ET2020, foresees as a priority the setting up of, and access to, upskilling pathways, by developing innovative approaches that enable adults to access learning pathways which suit their specific needs.

Despite this, in 2016, 63 million European adults left initial E&T with, at most, a lower secondary education qualification. Considering these data, the European Agenda for Adult Learning highlights the need for low-skilled adults to face the different social and economic changes and to reduce instability by enhancing their competences. Moreover, the OECD Survey of Adult Skills shows that low-skilled adults are less likely to find a job or to take part in learning, although these are key to their social inclusion and democratic participation. These factors weigh particularly heavily with refugee and asylum seeking populations who may have very low educational experience and little or no expertise in the language of the country in which they find themselves.

European research on labour migration over the same timeframe has shown us that immigrants have so far been over-represented in the lower-level labour market, in uncertain and low-paid positions, and with limited income mobility. Many therefore can feel excluded from their new societies, when the need for them to be included in society and the workplace has never been higher.

The FETI project is an initiative aimed at matching the participants’ skills to the current needs of the labour market. There are many factors which contribute to their ‘social exclusion’. Some suffer from a lack of primary or secondary education, whilst others have little or no work experience. Many have poor language skills, and others show a lack of understanding of how their new countries function both socially and economically.

Challenges such as social integration, adult learning and immigration in their entirety are far too large for any single project to solve. Since many countries share the same issues, it was felt that a coordination of methods might at least go some way towards assisting the refugee and migrant populations in securing work and education or training leading to employment that will benefit the economy of the partner countries.



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The project aims to contribute to this process by:

- Better integration for immigrants/migrants;
- Supporting social inclusion;
- Better mapping of existing skills;
- Offering careers advice;
- Providing opportunities for upskilling and signposting;
- Increasing employability by developing core skills

Project Partners

- Project coordinator (P1) – Oslo Voksenopplaering Service Senter, Norway
- P2 – Engim Piemonte Associazione, Italy
- P3 – Istanbul University, Turkey
- P4 – Scottish Wider Access Programme West SCIO, United Kingdom



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2. Objectives of the Intellectual Output II: the development of a new model and structure for academic and vocational offer and Mapping tool

We believe that the best way of achieving this is to develop strategies, methods and educational opportunities which strengthen each individual's position rather than developing a blanket approach for all such people. Each person will have a series of attributes, skills and competences which can be assessed and built upon to develop key competences.

Our model will support individuals to enter education or the workforce by ensuring that they are aware of their own skills set. We will ensure each participant is self-aware of the pathway which best suits their needs in order to gain employment or entry into education.

The FETI Model came about as we imagined different "paths" that our users can go through and the different stages. To facilitate the different steps we tried to put them in a visual form so as not to forget any steps. For each step there are tools and methodologies that each of us already uses and that can be part of the model. The aim is to gather these tools and methodologies already used and connect them to each step so that, while meeting the target group, we know what is available.

For each step of the model we have "*pools of tools*", which we can choose based on the national context, situation and participants.

The partners gathered the available tools for the target group during their standard activities. According to the stages identified in the model the tools can be used as follows keeping in mind the different backgrounds of the beneficiaries.

This model embraces different dimensions: balance of skills; career guidance; analysis and enhancement of the socio-cultural-work background; enhancement and development of linguistic-communicative skills, path of social inclusion. From our experience and based on the specific activities carried out, continuous references and mutual interactions are established between the dimensions indicated.

One of the major problems when dealing with categories of vulnerable people such as that of refugees is **trust**, the construction of a relationship that, even if will be of short or medium/ long duration, constitutes the structure to deal with the target group, whatever it is: career guidance, job support, insertion in professional or vocational training courses, insertion in first or second level educational contexts, social and bureaucratic help. Without the construction of this trust, any type of relationship that is carried on with people with a difficult and tormented past such as refugees or migrant population, will be contaminated and ineffective. This is why this model is intended to be an easy-to-use relational model for anyone who meets and/or works with vulnerable target groups.



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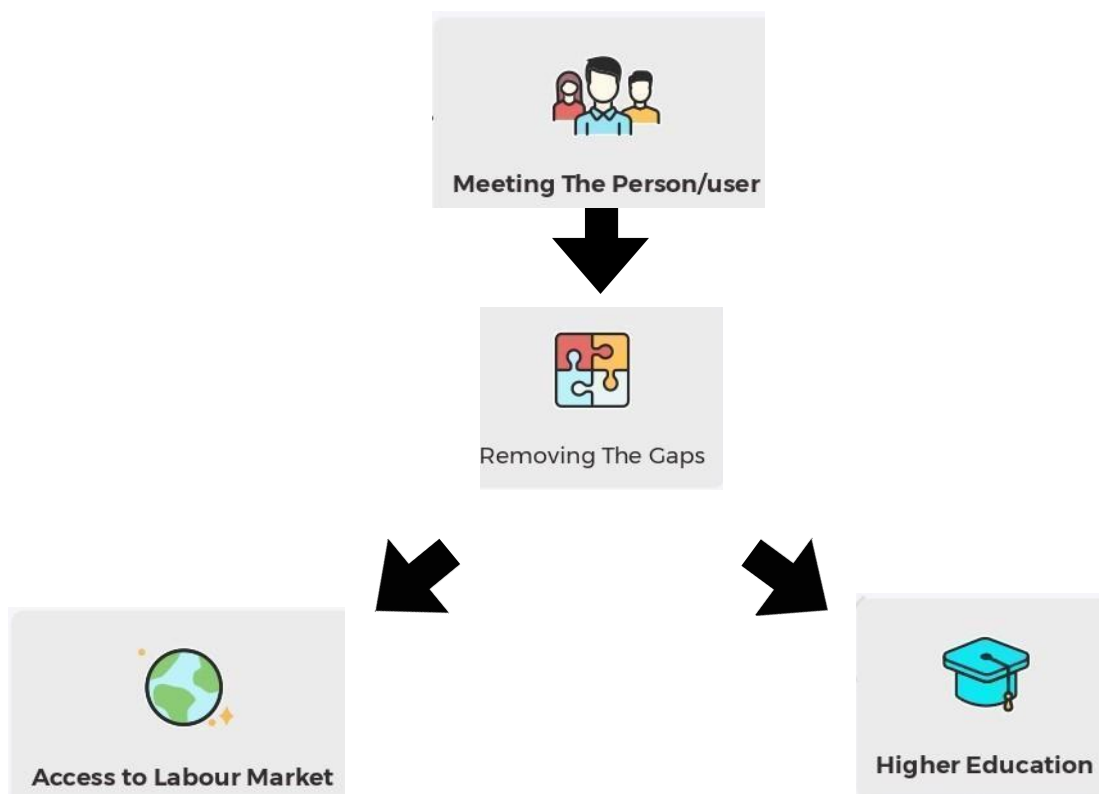
2.1 The Model explained

The various organisations engaged in the project have different outcomes; in Norway and Italy, the main focus for the target group is employment and in Scotland and Turkey, they are already engaged with education in some form.

This necessitates a different focus for the participants as they employment options can be discussed within time allocations for the two agencies focussing on that while in the others, participants are referred to other specialists to consider their needs.

The process of self-assessment of competences provides a basis for the development of curriculum vitae, discussions at both employment and educational interviews and a plan of action for the development and improvement of skills and competences in future. Participants in the early stages of testing have stated that their awareness of their skills and competences is greatly enhanced by the process of the discussions and activities.

2.1.1 Stage 1: **“Getting to know the person”** is the first stage in building the relationship with the



partners and will vary depending on when the individual makes contact or is referred. In some cases, this may be very early after the person arrives in another country but in other instances, it may be once they are more settled.



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The relationship aspect plays a central role in meeting refugees. Their experience and their past has a deep impact in their approach to the present and in their ability to see themselves in the future. This situation combined with the poor knowledge of the country language, make any path of inclusion difficult. Precisely for this reason the first phase of our model is crucial. Here we get to know the person and, like all human relationships, the first meeting plays a fundamental role in the development of the relationship.

In this step a first contact with the person is established: we try to understand the reasons that led him to our country. It is mainly a listening activity, through which we try to understand the needs and to reconstruct the missing links in the “chain of needs” expressed (for example, the need for a job is subordinate or related with regular permit, linguistic knowledge, health care, housing problem etc).

In this step there are multiple tools made available by the different partners that can be used:

- SØT Norway (from Oslo Voksenopplaering Service Senter, Norway)
- ESPoR “My Box” activity (from ENGIM Piemonte Associazione, Italy)
- Lifeline (from Oslo Voksenopplaering Service Senter, Norway)
- ● SØT (from Oslo Voksenopplaering Service Senter, Norway)
- ● ESPoR “My Box” activity (from ENGIM Piemonte Associazione, Italy)
- ● Taking Stock Online (from Scottish Wider Access Programme West SCIO, United Kingdom) * Could this not be the workshop as taking stock is now ?

2.1.2 Stage 2: **“Removing the gaps and Balancing competences/skills”**

Once the introductions and explanations of the sessions is explained, it may be that the target groups’ needs are clearer and there might be obstacles preventing these needs to be fulfilled, or they need something specific like a vocational path, an educational path or a job but they lack guidance, or they are not clear on what competences are needed for the path/job they want to pursue.

At this stage we would suggest that our participant/group complete an in-depth analysis of all their experiences in training and work (formal, non-formal and informal). This will give them a better understanding of their own attributes to include either in curriculum vitae or in applications for study.

In this step there are multiple tools made available by the different partners that can be used:



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- SØT (from Oslo Voksenopplaering Service Senter, Norway)
- ESPoR “My Box” activity (from ENGIM Piemonte Associazione, Italy)
- Self assessment workshop (from Scottish Wider Access Programme West SCIO, United Kingdom)
- Taking Stock Online (from Scottish Wider Access Programme West SCIO, United Kingdom)
- The model of career competences (from Oslo Voksenopplaering Service Senter, Norway)

After this we will have a clearer idea of what steps are required for their progression to their chosen path. We will try to clarify the expectations of the participant/group, trying to reconcile their plan with a medium/long term perspective. The assessment of their competences and their aspirations completes the profile of our participant/groups.

The model is divided here: if the person has expressed a need related to work, stage 3 of the model will be used, called: **"Help in entering the labor market"**.

If, on the other hand, the expressed need is an educational need (continue, start or validate a university or school course of study; learn the language of the new country;) stage 4 of the model will be used, called: **"Help in the educational path"**.

2.1.3 Stage 3: ***"Help for Labour market insertion"*** is when the participants are ready for the labour market but of course support is still needed. In this third phase the participant/group becomes part of the circuit, benefiting from the partners' networks (formal and informal stakeholders, public and private social services) to explore all job, academic or professional opportunities that the area has to offer.

The labour market is different for each EU country: economic situation, unemployment rate and employment opportunities differ for each national context. For this reason, in this phase of the model, we have chosen fluid tools used by FETI partners, easily adaptable, also taking into consideration the economic crisis that is going through all of Europe caused by the COVID 19 pandemic.



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For this reason it is of fundamental importance in this phase not to create unattainable expectations for the participant/group and to focus only on concrete objectives that can be achieved in the reference country in a reasonable time; carry out simulations of job interviews, start professional paths with a job qualification, carry out a balance/assessment of skills or acquire others to be more competitive on the job market.

Obtaining a job contract is on average more difficult for the refugee category and that is why the model wants to support this path step by step with understandable and realistic activities, which make people understand their real possibilities and which is the field (personal or professional) where they can improve.

In this step there are multiple tools made available by the different partners that can be used:

- The model of career competences (from Oslo Voksenopplaering Service Senter, Norway)
- My World of Work (from Skill Development Service, and used by Scottish Wider Access Programme West SCIO, United Kingdom)
- Daily interviews (via smartphone or in presence), identification of job opportunities constant updating of the CV; placement in training and working internships in real company (from ENGIM Piemonte Associazione, Italy);

2.1.4 Stage 4: "**Help in the educational path**" involves users who are pursuing education (basic or higher).

Like stage 3, an educational path can, in this sense, help the insertion in the labour market. One of the most difficult barriers to overcome for those who flee their country but have a solid course of study already completed, is to learn the language of the country of arrival.

The tools made available for this phase of the model are also fluid and easily usable and adaptable in different national contexts. The realistic objective of this phase is to provide people with a general view of the educational landscape in the country of arrival, and to facilitate enrollment in



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language courses, school courses or, in some cases even university courses.

The educational panorama, like the labor market, is different for all four partner countries of the FETI project. The methods of enrolment, costs and training and educational opportunities differ profoundly. It is for this reason that in this stage the tools used aim to support the educational insertion of the category of refugees with a concrete and realistic approach without wanting to judge or analyze country-by-country differences.

In the end, the need for an effective education is unique for all the people who request it, it will be the social workers and counselors who adapt the tools made available by the FETI model in the best possible way in relation to their reference context.

In this step there are multiple tools made available by the different partners that can be used:

- Online self assessment inventory (from Istanbul University, Turkey)
- Cultural intelligence inventory (from Istanbul University, Turkey)
- Competence Self-Assessment Workshop (from Scottish Wider Access Programme West SCIO, United Kingdom)
- Recognition of prior learning (from Scottish Wider Access Programme West SCIO, United Kingdom).

2.2 The Personas

To facilitate the path progress we have created the "Personas", fictional characters who include lots of characteristics that can be typical of the participants.

The personas are a way to exemplify users, also taking in consideration that the tools of the FETI project are available to a wider audience that may have no experiences with refugees or migrants. For this reason all the partners believe that having some visual examples could be useful especially in a period like this where being able to experience the FETI model in the presence is very difficult given restrictions caused by the COVID 19 health emergency.

The different personas show how different tools and methods can be used with the model (and in different institutional and cultural contexts) and to show how we can work with the target group and what are the best practices and tools for different people with different backgrounds and needs within the whole target group.

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The personas can be perceived as "lenses" for all the stages of the FETI Model.

3. Methodologies and Tools

The methodologies and tools implemented by the partners are part of the same methodologies that the members of the FETI project usually use with their participants in different national contexts.

We believe that difference in methodology and tools is a great strength of the model created, because it makes it fluid and adaptable to the different participants that the partners meet in their daily work.

These tools, which form the "pool of tools" to be used in the various phases of the model, can be used based on different factors: time, use, implementation, is completely adaptable based on the differences highlighted by the study of the local context carried out in IO1.

For each methodology and tool used, a specific annex has been created and that can be consulted by different organizations, social workers, counselors and operators from various sectors.

4. Conclusion

The FETI project and the creation of its own model of shared best practices in the field of relationship building, advising, assessment of skills and support for social and work integration aimed at this vulnerable category of refugees and migrants, has its strength precisely in the exchange of experiences of the different countries that make up the project consortium.

This model aims to quickly assess participant's needs, skills and attributes regardless of their situation and promote the socio-economic and employment inclusion of migrants through the creation of a phased model that can offer paths and opportunities for growth and progression.

It can:

1. Contribute to the social inclusion of refugees through knowledge and assistance activities;
2. Support the growth and development of skills through an analysis aimed at clarifying the needs and needs (professional or academic) of refugees;
3. Promote the social and work integration of refugees, through active searches for opportunities professional or educational;

This model embraces several dimensions: skills assessment; professional orientation; analysis and enhancement of the socio-cultural-working background; enhancement and development of skills linguistic-communicative.



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From the experience of the FETI partners and on the basis of the specific activities carried out in the reference fields it establishes continuous interactions between the indicated dimensions. The emotional and relational feeling plays a central role in meeting refugees and in developing a path for educational or employment placement and social and cultural understanding. Their experience and past have an impact on their approach to the present and their ability to see themselves in the future.

For this we felt the need to create a model that reduces the emotional distance and stimulates the insertion and inclusion of users without forgetting the importance of the activities of skills assessment and professional and personal growth which must however have an equally important space in the new life of a refugee person in the new country.

4.1 How the pandemic affected our work and our progress

Face to Face sharing of experiences, however, received an unexpected blackout due to the coronavirus pandemic that has hit and continues to affect the whole world. The creation and subsequent experimentation (IO3) of the model therefore suffered a considerable setback. The differences in the national context highlighted in the local study needs of Intellectual Output 1 have become even more marked. Partners cannot see their participants because they are blocked by restrictions whose extent depends on the level of contagion that the partner country suffers at the moment.

The context of the four countries involved (Scotland, Norway, Turkey and Italy) has undergone different restrictions and problems even if the virus emergence is unique for all of Europe.

We suffered greatly from not being able to confront in person with the transnational project meetings planned by the project: there was a disconnect between all the partners who, in any case, did not stop collaborating together for the good of the FETI project.

In fact, we have concluded the first Intellectual Output and, with the delays due to the health emergency, we have also concluded the second Intellectual Output. With many difficulties we have completed the process of creating this model which, for the reasons described above, has undergone lots of adjustments and delays.

We hope that the health emergency will decrease to allow all partners to meet again and complete the project in the best possible way.



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