

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

## Intellectual Outcome 3

### 2019-1-NO01-KA204-060276

#### PROJECT INFORMATION

<b>Project Acronym</b>	<b>FETI</b>
<b>Project title</b>	From Exclusion to Inclusion – A model towards upskilling and integration
<b>Project number</b>	2019-1-NO01-KA204-060276
<b>Sub programme or KA</b>	A2: Cooperation for innovation and the exchange of good practices. KA204: Strategic partnerships for adult education
<b>Project website</b>	<a href="http://www.fetiproject.com">www.fetiproject.com</a>

## Executive summary

The FETI Intellectual Output 3: Skills Development Guide and Package aims to provide the foundation of a practical guide on how to use and put into action the model created by the FETI partners in the Intellectual Output 2.

This report has been drafted by ENGIM and SWAPWest and adopted by the project consortium following discussion at the 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 situations and this has made liaison to construct IO3 very difficult. Transnational project meetings that were used for the exchange of good practices between the partners were not held in person but over electronic platforms and this profoundly hindered the development of the project.

The final product of IO3 will be a detailed guide on how to use the fluid model created in the previous output. The users of this project are in vulnerable categories such as refugees, which is why we deeply believe that the creation of an effective relational 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. FETI (From Exclusion to Inclusion) Skills Development Guide and Package**

### **Introduction to the FETI Project**

The FETI project has three main areas of work. It began with a local needs study to assess the status and perceptions around the needs of the target refugee and asylum seeker populations in the partner countries. We considered existing learning offers available to immigrants and migrants in these areas to see if they could be incorporated into our model. Four groups were created (one for each country) and we then gave them the opportunity to take part in competence assessment workshops or programme to assist them in their choice of future pathways. We aimed to give them the necessary tools to choose the right pathway by helping them recognise their own strengths, abilities, attributes, and areas for development towards their goals.

This Skills Development Guide forms a supporting document to model we are developing and incorporates existing curriculum based on the participants needs. A test group with Oslo Service Senter worked with in 2014, found that early mapping and career advice (both in individual and group form) led to fewer wrong choices and a high percentage of people qualified from this project than with the Norwegian national "Introduction Programme."

The second part of the plan will then lead to each participant taking a conscious and informed decision as to whether they choose to take a vocational trade (with the possibility for further linguistic tuition which will be customised to their chosen trade in the workplace and work placement) or the opportunity to stay in the classroom and attempt to reach their academic goals alongside the requirement for B1 level language of the country of residence, aided by the introduction of digital software and digital learning. Those choosing a vocational will also be signposted towards of linguistic education whilst they are engaged with the project.

The third part of the plan will involve following up of each participant and publishing a Best Practice Guide. Research has shown us that some immigrants can be exposed to the risks of dropping out in periods of uncertainty and/or transition. We have therefore planned to optimise the follow up of the participants in this period, as well as prioritising assistance to those who wish to apply for further education wherever needed. Five Intellectual Outputs will be achieved within the project lifetime, with each member of the consortium having senior responsibility for producing at least one of these.

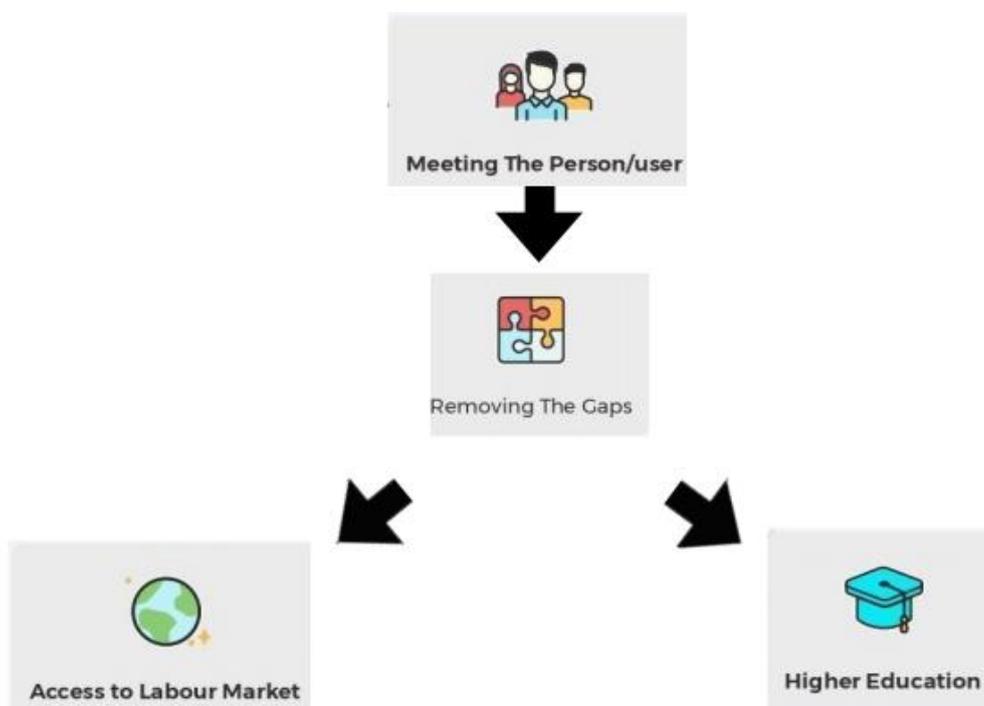
Objectives for the project: (keywords)

Better integration for immigrants/migrants, social inclusion, better skills mapping; career advice, upskilling, employability

## The Skills Development Guide

This Guide is designed to assist with the arrangement and organisation of sessions with refugees and asylum seekers of potentially low skilled ability. The hints and tips here are aimed at facilitators who are perhaps less experienced in organising such sessions but will also act as an aide memoire to those who have delivered these in the past.

### The FETI Model



### 1.1 Guide for Facilitators

Bearing in mind the different client groups in each country, it is advantageous to have an analysis as to who the person is and to have a range of questions that facilitators can pose to themselves. For example, in the case of the university level, during the career counselling sessions the counsellor should keep in mind that the labour market dynamics are not adequately given in the bachelor education/training period. Thus, immigrants have very little information on it. They can be in a much more disadvantageous position in terms of where they should look for a job or what jobs they should plan for their careers. Therefore, they must be informed where to look for a job and the necessary qualifications.

Facilitators will require to be well informed about the current situation of immigrants in terms of the labour market trends, qualifications recognition systems and educational opportunities and challenges in the host country. Within FETI, one of the aims is to reach an accurate match between the qualifications of migrants and labour market needs. Therefore, having a discussion on how much they know about their local residency, offers such as public employment services, employment and vocational consultancy services is important.

Group guidance has proven to be an effective tool for several participants in the FETI-project. This is partly since several of the refugee groups come from collectivistic cultures where career choices are often made in consultation with others. Career choice is not as much a personal matter, as it is presenting in more individualistic cultures. The career guidance in the FETI project has therefore largely focused on group guidance to the extent that the pandemic situation has allowed. This Intellectual outcome therefore has a clear turn towards a "Skill development package" aimed at implementing group guidance, but also has useful guidance measures that can be used and/or are transferable in one-to-one guidance.

## **Key Initial Questions**

### **What is the optimal size for this type of group of learners?**

Optimal group size can be varied but in the related literature about groups, small groups are more effective than large groups if the target is not to solve a problem. (Seijts and Latham, 2000). Groups of seven people are ideal (Ordun, 2013) with an optimal number of ten. In terms of our project, some students may avoid talking when the group is large and they feel intimidated by other, particularly those whose language abilities are good.

### **Is it possible to use the same questions in each country and culture?**

The initial questions will help you to get to know the participants better and can elicit the same information by differentiating the context and culture.

The deeper you go into the heart of the activities with the group, the more specific the topic becomes (soft skills, hard skills, profession, background, etc.). Questions should be adapted to the context in which they are asked.

It can help to design the Personal, Social and Learning to Learn (PSL) questionnaire in the group discussions. But the topics and the questions must be culturally sensitive.

### **How will the facilitator handle culturally sensitive questions?**

The facilitator must be well briefed about cultural sensitivity by being aware of their own assumptions, biases, and personal limitations when meeting the target group. Our target groups have more diverse backgrounds than the facilitators.

### **What are the cultural challenges?**

For example, do we need to ask questions to evaluate the pre-migration experience? This might be harrowing for the person themselves to respond but also for other members of the group who have had similar experiences.

There may also be a language barrier. Will there be a need for a translator? e.g., the target population have language barriers as they socialise in small circles consisting of their own nationals even though they have been living for a long time in the country of residence. Male students tend to be more adapted in some societies as they are more active in social and working life compared to females but may still have difficulty with language.

### **How will mixed gender groups operate?**

Facilitators, counsellors, and social workers who work with groups have experience of mixed groups (women and men) and also with male and female only groups.

Maximum care in should be taken if the facilitator has the opportunity to choose the participants to make everyone feel comfortable in the group.

In some cultures, the background is for people to separate along gender lines e.g., in Istanbul, Syrian female/male students prefer sitting next to the same gender students: when they come in the classroom they mostly sit separately.

### **What are the ethical considerations in group discussions?**

The facilitator should try to involve all participants in the group discussions within a climate of mutual respect, both among the participants and with the group leader. Care must be taken to recognise the different and vulnerable situations that participants may have experienced.

### **What ground rules need to be established?**

Allow the group to create rules for group coexistence:

- time keeping,
- respectful listening to both the facilitator and each other,

- paying attention,
- sharing
- not using mobile phones

### **What length will the session be?**

Much will depend on the experience and capabilities of the group and the individuals within it. Some organisations will host both group and individual sessions over a period of several months, other will have, perhaps two or three sessions only over a few weeks. Depending on what the organisation considers the essential provision, sessions could last from one hour up to a half day.

Within whatever timeframe is available, there should be some time for socialisation and ensuring learning is reinforced but not so long that issues other than Personal, Social and Learning to Learn competences begin to take over from the core of the session.

### **What kind of setting will it take place in?**

For group meetings, the physical spaces must comfortably accommodate the group size. How the space is organised, whether chairs are in a circle, in rows or set around the room, will determine the atmosphere for the session. Informally in a circle is probably ideal so that the sharing of knowledge and experience between the participants and the facilitator is encouraged.

Where individual meetings are held, it is important to set aside time that is undisturbed. This allows the facilitator to learn more about each participant's personal experience to ensure better support and guidance in their future path.

Ideally the space should remain stable throughout the programme, so that it can become familiar to participants and is dedicated to activities such as skills profiles. It is also recommended that the course has precise deadlines, so that people know from the very beginning when the meetings will take place and when the end date is.

### **What are the objectives for each session?**

In some organisations, funding allows for a lengthy programme of sessions whereas in others, the programme is delivered on behalf of an external partner and short slots are all that are available. In either case, clear objectives should be set for each session, covering the topics listed below. Appendix I details a ten-step journey for one organisation's sessions with this target group, while Appendix II gives an outline plan for a session, plus a self-assessment of PSL competences delivered to an external partner by another partner.

### **Is there a schedule of time allocation for each part of the discussion?**

It is a good idea to map out a rough schedule of the time allocated for each part of the session beforehand. This may need to be adjusted as you learn from experience, but it will give you a notion of what timeframe your aims for the session should take and keep you to the finishing time. Remember that the participants have other commitments (childcare, volunteering, work) that they need to return to, and time is precious to them. The European Skills Portfolio for Refugees (ESPoR) Project workshop sessions is a useful resource: [espor.it/?lang=en](http://espor.it/?lang=en)

### **Is everyone well briefed on what the session entails?**

Either before the session begins or at the very start, detail the purposes and aims of the session and outline what the participants will gain by taking part. It is vital to the success of the session that the topic of all sessions and their activities is clearly explained.

### **How will you lead the discussion?**

Some of the group discussions could contribute to improvement in the target groups' knowledge of labour markets, vocational consultancy services and educational opportunities in their local proximities. Will there be a room for flexibility, such as starting the sessions with the full group and ending up in one-on-one guidance according to individual needs? The facilitator may need to adapt his or her method using the tools from the Tool Pool created in the project.



## **1.2 Ideas for leading a group discussion**

- *Give everyone involved a voice.* Whether the discussion is meant to form a basis for action, or just to play with ideas, everyone in the group must have a chance to speak and be heard. There is likely to be a diversity of opinion in the group.
- *Allow for a variety of ideas to be expressed and discussed.* A group is much more likely to reach its goals if there is framework for the discussion, and if all members have the opportunity to think about and respond to this.



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- *It should be a democratic, egalitarian process.* It should reflect the goals of most of its members and encourage a diversity of views.
- *Lead to group ownership of action plans and progress.* When everyone has a chance to contribute to the discussion and to be heard, the final result will feel that it belongs to everyone.
- *Encourage those who might be reluctant to speak their minds.* Often, quiet people have important things to contribute, but aren't assertive enough to make themselves heard. A good group discussion will bring them out and support them.
- *Can often open communication channels among people who might not communicate in any other way.* People from very different backgrounds, from different cultures, who may never make contact or never trust one another enough to try to communicate, might, in a group discussion, find more common ground than they expected.
- The facilitator should be multiculturally competent, respect and try to understand the values and even bias of the target group they are working with. It should be borne in mind that immigrant adults have certain habits and attitudes which might not be appreciated by the host society.

### 1.3 Ground Rules for Group Delivery

The ground rules of a group discussion are the guidelines that help to keep the discussion on track and prevent it from deteriorating into disagreement. You might want to suggest one or two to get the group started, if the group has trouble coming up with ideas:

- *Everyone should treat everyone else with respect:* no name-calling, no emotional outbursts, no accusations.
- *No arguments directed at people – only at ideas and opinions.* Disagreement should be respectful – no ridicule.
- *Don't interrupt.* Listen to the whole of others' thoughts – actually listen, rather than just running over your own response in your head.
- *Respect the group's time.* Try to keep your comments reasonably short and to the point, so that others have a chance to respond.
- *Consider all comments and try to evaluate them fairly.* Others' ideas and comments may change your mind, or vice versa: it's important to be open to that.
- *Don't be defensive if someone disagrees with you.* Evaluate both positions, and only continue to argue for yours if you continue to believe it's right.
- *Everyone is responsible for following and upholding the ground rules.*

A teaching plan for this session is attached at Appendix III.



## Me and Context

This section is to focus on the target groups' surroundings: the family, the local community, the national community and also the global community.

### Who are you and what is your aim?

- Who is this person?
  - Tell the group one thing about your home country
  - What made you leave your own country?
  - Are you here with your family?
  - Are you missing family and friends?
  - Do you feel you have control over your life?
    - Can you plan your future?
    - Or do you feel that others are deciding this for you?
  - Are you managing with the money you have?
  - Do you feel settled here?
    - Have you made friends?
    - Is your neighbourhood accepting of you?
  - How do you fill your time?
    - Do you ever feel bored or dissatisfied with your decision to come here?
- Personal Data
- Documentation analysis
- Status analysis

- Personal background
  - Have you worked full time or part time before? (This may lead to the development of more questions or discussion topics like challenges, work ethics etc.)
  - Do you have any experience of study?
    - Are you studying now?
  - What interests, values, attitudes, motivations, needs and positions do you currently have?
  - What are your dreams for the future? How do these future dreams affect you?
  - What is your background/personal context and how does this affect you?
  - What social structures affect you? Would you want to challenge the structures around you? Is that possible?
- Vocational analysis
- Linguistic Competence

## Possibilities and Limitations

### What Work?

- What are your possibilities?
  - Can these possibilities become real?
  - What would you like to do in future in terms of either education, training, or employment?
- What are your limits?
  - Are those limits real or are they thought traps?
  - What is within your control and what is not?
  - How could you deal with actual limitations?
- Is it possible to remove, adjust or alleviate worries about your future? How?
- Competence analysis for possible careers
- Cultural awareness
- Long- and short-term goals
  - How can people around you support you?
- Do you have a current CV (or Europass equivalent)?
- Do you need help with interview skills?
- Do you understand the rights and obligations of work in the receiving country?

### **Change/Stability**

- What changes are going on around you right now?
- How do these changes affect you - and what are the consequences?
- Do you prefer change or stability in general?
- Are there any expectations from your family regarding this?
- What do you expect from yourself?
- Do you like taking risks?
- What is stable in your life? How do you experience this stability?
- How do you balance change/stability in your life?
- What is sustainable for you in a long-term perspective?
- Have you thought about creating an action plan to help you in your goals? We have a range of tools to help direct you to the areas you might need to work on to achieve your goals.

### **What Programme?**

- Does the person need a language course (ESL or equivalent? What level?
- Is there a relevant vocational course?
- Is there a relevant academic course?
- Is conversion of qualifications required (high academic profile conversion e.g., doctors, engineers, etc)?

In most organisations, there will data collection for each person and an evaluation of the sessions which have taken place. In the event that your organisation does not have appropriate recording tools we have appended examples of these to assist you.

### **Tools to record the activities:**

- FETI Facilitator Evaluation Sheet
- FETI IO3 Evaluation



## 2. Skills Development Package: focus on the assessment

The suggestions here are to assist you with obtaining the information about each person that you may need to provide them with assistance and also to enhance their understanding of the key competences that will be required for their ambition for entering the employment market or moving into an academic or vocational course. These should be delivered as an accompaniment to a skills and competence assessment, examples of which are provided by the FETI Project together with instances of use with refugees and asylum seekers. For one such, go to <https://rise.articulate.com/share/l2g-bFRyu86T8EYXPhgBGE5sVuQpn75p#/> A teaching plan for this session is attached at Appendix II.

### Skills and Competence Assessment

Amongst the competences that any person will require in the 21st century are some of the following: digital skills, motivation and initiative, work related intercultural competence, communication, adaptation and improvisation, numeracy and technical skills, language skills, problem solving, teamwork, leadership, resilience, change and stability. Below are some of the questions you may wish to ask during the sessions with your target group.

## Digital Skills

- Are you able to work a PC?
  - If so, what packages are you familiar with (Word, Excel, etc)
- Do you use social media?

## Motivation and Initiative

- How do you feel about starting a project?
  - Are you able to take the first step?
  - Do you wait for someone else to begin?
  - Are you able to work on your own?
  - Do you understand the responsibilities and know what needs to be done in the task?
  - Do you like learning?
    - Are you keen to get started?
- Do you feel able to offer your ideas and suggestions as to how the task is done and share them with others?
- Did you have a goal that you wanted so much and finally reached?
  - Could you talk about that?

## Cultural Awareness: Developing Work-Related Intercultural Competence

A short presentation about work ethics and rules or habits in the country of residence may be useful here and then ask the group to compare with their homeland.

- Do you know people from other countries and other cultures?
- Have you thought about the differences between you?
  - Are you curious about these?
- Have you worked with people from other countries?
  - How did that make you feel?

## Communication

- Do you feel confident speaking to people you don't know?
- Do you feel comfortable offering your opinions?
  - Are you able to explain your ideas to others?
- Are you able to listen and understand other people's point of view?
  - Can you express your feelings about this?

## **Adaptability and Improvisation**

- How do you feel in a new place?
- How quickly have you adapted to new and unfamiliar surroundings?
- Can you socialise with locals easily in a different place?
- Do you make decisions quite easily or do they take a long time to plan out?
- How well do you feel you adapt to change?
  - Think about an example when you have had to do this.

## **Numeracy and Technical Skills**

- Are you able to do simple calculations with numbers?
- Do you know how to operate machinery?
  - Do you like to perform simple repair to machinery and tools?
  - How do you like to work on these: precisely and systematically or randomly experiment?

## **Language Skills**

- How able are you to read, write and speak in your own language?
- Can you communicate in conversations effectively and comfortably?
- Are you comfortable reading in the language of this country?
- How do feel about writing a piece of text in the language of this country?
  - Can you produce text which other would understand?

## **Problem Solving**

- Can you describe a situation when you had to solve a problem?
- Could you describe a mistake you made and how you sorted the situation?

## **Teamwork**

- Tell me about a time when you took part in a team.
  - What was the most difficult part of that?
- Have you ever been participated in an unsuccessful team?

## Leadership

- Have you ever been in a leadership role?
- Have you ever had to delegate tasks to others?

## Resilience

For individual meetings, more detailed and individual questions could be asked in terms of this competence and it is addressed in the self-assessment exercises.

- What do you do to help yourself when you are stressed?
- Describe a difficult situation in your past and how you handled it?
  - What would you do differently now?
- What makes your life difficult at present?
  - How do you cope with that?

## Change, Adjustment and Stability

- Have you thought about creating an action plan to help you in your goals?
  - We have a range of tools to help direct you to the areas you might need to work on to achieve your goals.

## Possible Tools for Use

1. *"PAI"* from ENGIM/PUOI;
2. *"My box activity"* from ENGIM/ESPoR
3. *"Interview"* tools from ENGIM/CSI;
4. *"Career Competences"* from OSLO;
5. *"Lifeline"* from OSLO;
6. *"Sot"* from OSLO;
7. *"Vip24"* from OSLO;
8. *"Taking stock"* from SWAPWest;
9. *"Recognition of Prior Learning"* from SWAPWest;
10. *"My World of Work"* from Skills Development Scotland
11. *"Online self-assessment"* from Istanbul University;
12. *"Cultural Intelligent Inventory"* from Istanbul University
13. *"Elene4work Orientation Guide"* from European University College Association
14. *"Competence Cards for Low Skilled Adults"* from CESIE (European centre of studies and initiatives)

### 3. Conclusions

The discussions should be conducted using an intercultural approach. Every professional who works with refugees and asylum seekers is called on to deal with diversity and cultural pluralism in the performance of their task. This translates into the need to use an approach that tries to understand the other person's vision of the world. Intercultural counselling addresses people (individuals, groups, families, communities) belonging to minority groups, with the aim of favouring their introduction, adaptation, and integration, improving their mental health and supporting them in dealing with the transition crises that are typical of migration processes. As part of counselling in an intercultural and relational context, the professional is confronted with the issue of recognition of the Other as a different and distinct person. The professional brings different cultural perspectives to the relationship and must empathise with the client whose experiences will be majorly different. When this intervention is addressed to recipients who live a peculiarly special temporary situation such as political asylum seekers, it is necessary to take into account some significant variables affecting the relationship. This refers specifically to:

- the transitional condition experienced by asylum seekers, which generates worries, anxieties, a sense of uncertainty and frustration;
- the consequences of traumas often suffered by asylum seekers in situations lived during transport; detention and ill-treatment in transit; experiences of serious personal injury in the countries of origin;
- conditions of mental disorder or difficulties that emerged in a different cultural world. (These conditions can be addressed through ethno-psychiatric or ethno-clinical skills);
- concern for relatives left in the country of origin.

Intercultural counselling for asylum seekers involves a growing number of professionals, who seek to assist them, despite the transience and uncertainty characterising their status, in building a new life, and acquiring specific skills. In particular, it is necessary to highlight the importance of learning the language of the host country, understanding the host society and its services (public and private social services), acquiring opportunities for job placement and/or training and education, towards social integration, and mastering the formal procedures for obtaining the documentation.

The aim of intercultural education is to recognize the cultural dimension of each country by the client learning and internalising the differences. In this respect, intercultural education chooses a personalist perspective that aims at enhancing people in their singularity and totality, thus their own specific identity, the references to their culture of origin and the changes and transformations occurring in the course of a personal history.

The meeting in cultural diversity must anticipate a situation of dialogue and openness, which can be introduced into a dimension of interculturality, understood as “dynamic confrontation” established among specific people from different cultures. The relationship methods must provide a listening attitude of the person in the concreteness of their world, which allows them to perform a contextualised reading and so achieve a wide understanding.

This guide aims to follow and support the facilitators in the various sessions foreseen by the FETI model, created in Intellectual Output 2. As previously described, this model arises in a fluid way, both for the type of beneficiaries and for the historical period we live in, therefore it was necessary to experiment with the model both online and in person (for partners who had the opportunity to meet its beneficiaries in person).



## **Appendix I**

### **The 10-Step Journey**

Background Mapping

Language Skills Mapping

Cultural Awareness and Ethics

Assessment of prior formal and informal learning

Support Measures

Competence Skills Assessment

Formal and Informal Learning

Empowerment

Social rights awareness

Career Guidance

## Appendix II

### FETI: Skills and Competences Workshop - Teaching Plan Session 1

(The workshop is designed around 1 hour for SWAP students.

For non-SWAP students, the time required can be extended allowing for the workshop to be delivered over 2 hours).

#### (i) Introduction and Session Outline:

The facilitator will welcome participants, give a brief description of the purpose of the workshop, and outline the session plan. **(5 mins)**

#### (ii) Me and Context:

The facilitator introduces the first activity. **(2-3 mins)**. This part of the workshop provides an opportunity for the participant(s) to provide context. Participant(s) will be guided to discuss their motivation for self-development in relation to their current situation and plans for the future. Where the participant(s) feels safe and comfortable, they may also discuss their experiences of and motivation for moving from their home country.

Group/Discussion Activity **(15 mins)**

#### (iii) Possibilities and Limitations

The facilitator will introduce and open up a discussion around the importance of skills development and competences. **(2-3 mins)**

Group/Individual Activity – Exploring Skills and Evaluating Competences **(30 mins)**. Participant(s) will be guided to consider a framework of Skills and Competences. Discussion will be opened around the participant(s)' knowledge and existing level of application of competences. Areas of possibility and limitation will be explored.

#### (iv) Change, Adjustment and Stability

The facilitator will introduce the importance of completing a Skills and Competency Evaluation in helping to identify gaps and areas for improvement. The facilitator will guide the participant(s) through the evaluation process. Participant(s) will be asked to consider creating an Action Plan after the session to help improve competency levels. **(5 mins)**

**(v) Conclusion**

The facilitator will thank participants for attending and bring the session to a close **(5 mins)**

\*Participants will be asked to complete a Skills Evaluation and a Workshop evaluation immediately after the session. This can be conducted in session where extra time is available.  
**(15 mins)**

## Appendix III

### FETI: Skills and Competences Guide - the FETI model with face-to-face activities

(The workshop is designed around 3 days for ENGIM beneficiaries.

For non-ENGIM beneficiaries, the procedure can take place online, and with different way and timing).

#### a. Stage 1: Meeting the beneficiaries (Day 1)

The facilitator will welcome participants, give a brief description of the purpose of the workshop, and outline the session plan. **(5 mins)**

The facilitator, after deciding the activity, begins the session in a group (or individual). **(ex. 2 hours for “Lifeline - The history about myself”).**

*tips:* It is always good to take **5-10 minutes** at the end to debrief and understand how the session went and how the beneficiaries felt during the course.

#### b. Stage 2: Removing the gaps (Day 2)

The facilitator introduces the first activity. **(2-3 mins).**

This part provides an opportunity for the participant(s) to provide context. Participant(s) will be guided to discuss their motivation for self-development in relation to their current situation and plans for the future. Where the participant(s) feels safe and comfortable, they may also discuss their experiences of and motivation for moving from their home country.

Group/Discussion Activity **(ex. My Box Activity 2:30 hours)** inspired by every consideration emerged from the first day, the conductor introduces this activity, deepening the factors that determine the identity and characteristics of the work or study that participants have followed in their countries of origin; Those activities will allow participants to start a process of evaluation of their resources and re-elaboration of the migration project, which is not always voluntary. Moreover, it will also allow participants to better understand the course dynamics and create a group. Beginning to work directly on skills and expectations for the future could create irritability or increase false expectations. To prevent this from happening, the course will focus on the past and present without further investigating the aspects of the future.

*tips:* it is important to take **10 minutes** at the end of the activity, as the FETI model suggests, to understand if the path to take must be oriented towards the person's working sphere or, instead, towards the training sphere.

All the holders of international protection that ENGIM and the CSI support in a path of social and work inclusion choose to focus on the working sphere.

#### c. Stage 3: CV creation and support in the search for job opportunities (Day 3)

The facilitator will introduce and open up a discussion around the importance of skills development and competences. **(2-3 mins)**

The facilitator will conduct a group session to explain how to create an efficient curriculum vitae and how to look for work in the national context of reference. This is a long session but certainly the most interesting for beneficiaries who see the creation of their own curriculum as the start of a path that can lead to inclusion. Half of the session is dedicated to the creation of the curriculum and the other half to the explanation of the job offers that can be found on the web. **(3 hours)**

*tips 1:* in the second half of the session, it is of great impact to simulate the application for a job offer or the simulation of a job interview.

*tips 2:* keep in mind session length and create break times for the group.

*tips 3:* at the end of the , it could be effective to print the curriculum to all beneficiaries and also send it via email, in digital format, as a result of their commitment. **(10-15 minutes)**