

Local Needs Study
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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| Project acronym | FETI |
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Executive summary

The FETI local needs study aims to provide the structure and foundation for the basic data/baseline for the second transnational meeting. It will also 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.

The findings will be collated in a form which allows for both qualitative and quantitative data to be readily assimilated by not only the partners but also by local education providers and other organisations out with the project who may wish to use the information or join with the aims of the project in delivering new curricula methods.

The instruments used were identical in all participating countries so that our findings may be assessed and verified by external agencies if needed.

This report has been drafted by SWAPWest and adopted by the project consortium following discussion at the Kick-Off meeting and the provision of templates (see Appendix I) for gathering the information. The document will be revised as required and discussed at each transnational project meeting, and translated in due course into Turkish, Italian and Norwegian



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Contents

| | |
|---|----|
| 1. Project description | 4 |
| Project partners: | 5 |
| 2. Objectives and Rationale of the Project | 6 |
| 3. Local Needs Study Methodology | 7 |
| 4. Findings..... | 8 |
| 5. Conclusions..... | 15 |
| 6. Appendices | |
| Appendix I FETI Local Needs Study Template | 17 |
| Appendix II FETI Partners' Local Needs Study Completed Templates..... | 18 |
| Appendix III FETI Statistical Summary..... | 41 |
| Appendix IV Audit Process..... | 43 |
| Appendix V Argyll and Bute Council Skills Audit for Refugees... .. | 46 |
| Appendix VI SWAP Preparation for Higher Education Taking Stock | 51 |



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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 manage successfully 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.

For some, the goal of reaching a linguistic level of B1 may be appropriate, this being the minimum for applying for further education in several professions e.g. childcare, medicine. Being active in either education or securing skills within vocational trades is one of the main methods of inclusion in the new society.



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

2. Objectives and Rationale for the Project

The objectives and rationale of the project are to encourage the integration of immigrants and refugees into the society of the host countries. 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. This innovative approach will be implemented to develop labour market and vocational skills. Language barriers, lack of income and cultural differences are some of the issues which our participant group must overcome to integrate themselves into their new societies. Being out with the labour market puts many families in a difficult financial situation, despite state aid where this is available. We can see that although there are offers to learn both language and vocational skills, in many cases these offers are independent of each other. We plan to ease the pathway between these and in some cases develop new routes where these are needed.

We believe that a three-pronged approach is required in which the participant is led through a series of mapping exercises, group interview sessions and an individual careers guidance session. This will make the participant aware of his/her own abilities and attributes. Following this model increases the options for participants and offers a clear way towards meaningful employment or further educational opportunities.

In many cases, refugees and those seeking political asylum may have received little formal education and struggle with basic skills in their own language. This makes transition into the workplace more difficult, especially where the demand for unskilled labour is low.

The project will address:

- Integration of refugees
- Key competences
- Intercultural/intergenerational education and lifelong learning

3. Local Study Needs Methodology

The project began with a 90-day period assessing what alternatives and offers were available in the participating countries' localities. Where there were models of good practice, the aspiration was to incorporate these into the project models. The first task was to create a Local Needs Study to produce both qualitative and quantitative data. This allowed us to establish a baseline for measuring the likelihood of refugees reaching B1 in language proficiency or progressing to education or vocational work over the three-year period of the project.

A group of c20 people in each country will act as the target group and the project will develop new opportunities where these do not currently exist or where existing provision is found wanting. The local needs study is crucial for the project to provide the structure and foundation for the baseline for a set of tools to collect the findings and to provide evidence for local providers and support agencies which wish to join the project and promote its aims. All participating countries used identical templates in the study and will continue to use identical materials throughout the project to ensure consistency and verification.

Scottish Wider Access Programme has collated the completed findings from the partner organisations and summarised these below. The results have been shared with partners who will translate them fully into Turkish, Italian and Norwegian and publish them on the relevant websites/on social media/relevant news feeds, etc. Istanbul University has checked the final product for veracity with the partners' returns.

The findings have also been produced in the form of a text-based brochure from this report.



4. Findings

The data returned by partners showed a wide variation in both the numbers of refugee and asylum-seeking populations in the locales and the provision of services to encourage them to integrate into existing societies. The template used is found at Appendix I and the Partner returns at Appendix II. A summary of the data relating to the target groups is found at Appendix III.

In Norway, 765,108 of the population has an immigrant background (14.4%). They also constitute a high proportion of the population of Oslo (33%). Refugees constitute 235,476 of those 690,000 inhabitants. In addition, 179,323 came through family reunification. In 2019 i.e. 7.7 % of the total population had a refugee background. Of the social benefits distributed in the city of Oslo, 71% goes to this population, suggesting strongly that they are not in meaningful employment which provides sufficient income to support them and their families. 81% of this grouping come from either Africa or Middle East backgrounds.

Italy has a foreign population of 5,255,500 residents (8.7% of the population). In Piedmont, the figure is 427,911 of whom there are 54,515 from Morocco and 12,638 from Nigeria. In Turin, the numbers are 117,979 in total with c26,000 from Morocco and a small number from Egypt. ENGIM handles around 600 per annum, predominantly from African backgrounds.

Turkey has a high proportion of Syrian people with temporary protection status and around 480,077 of them live in Istanbul of a total displaced population of 3.9 million – the highest of any country in the world. In Istanbul this total is around 3% of the population. The total figure for Syrian students studying at higher education institutions in Turkey is 28,000 in Academic session 2019/20. Of the 3034 registered at Istanbul University, 373 (17 Egyptian and 356 Syrians) have temporary protection status and it is from this group that the 20 learners will be selected.

The numbers in the Glasgow area population are small in comparison – 5,500 in a city -wide population of 1.2 million. Once leave to remain has been granted, refugees can access a range of social security benefits, housing, applying for a national insurance number and education and training opportunities. Figures for refugees and asylum seekers are hard to find for Scotland as this matter is reserved to the UK Government but in the year 2018/19, 32,693 applications were made for asylum and 18,519 refugees were offered protection in the UK. Until the issue of status is settled, very limited financial help from the state (£5.39 per day) is available.

4.1 Employment and Training Opportunities

Norway

Oslo VO Servicesenter (Oslo Adult Education Center) offers advice and support to the target group i.e. those with immigrant backgrounds and those refugees who have come to Norway on a temporary or permanent basis. Access to language courses for adults, primary and secondary (both lower and higher) schooling and special education are arranged for those who need it. Around half of the newcomers have completed secondary education with those from East African countries having the lowest educational record (5 – 10 % have any higher education). Middle Eastern figures for higher education are in the region of 10-20%.

Oslo VO Servicesenter in November 2019 was awarded the mandate to become "Careers Oslo" (Karriere Oslo). It offers free and impartial career counselling to all of those who live in Oslo and are over the age of 19. The guidance may include help with education, retraining, CV and applications, mapping of interests and skills, interview training and help regarding recognition of education from abroad, etc.

Primary Schooling is a universal offer for any of the target group who have yet to have passed the compulsory Norwegian benchmark of ten years of primary schooling. The participant will receive a legal document (vedtak) after applying for primary school, and this document allows them to do so for as long as needed.

Secondary Schooling in Norway has 13 different directions, which can lead to either a Higher Education Entrance Qualification or a Completed Apprenticeship Certificate. Vocational and trade skills are an area in which NAV and Oslo Adult Education can contribute. Nine of the thirteen directions lead to Completed Apprenticeship certificates, which can later be built upon towards a Master of Guilds award. If a learner has obtained skills through work or education, but cannot document them, he/she can apply for an assessment of skills. Through the assessment process, skills will be assessed against the aims stated in the Norwegian curriculum. Validation of prior learning involves assessment of theoretical knowledge and skills and/or practical knowledge and skills in a vocational subject (testing of work-related competence). Validation of prior learning may shorten the adult's period of education or he/she can be issued documentation.

Special Education is available at Nydalen VO. Here they offer special education for those taking Norwegian lessons, basic primary education, or in need of basic training skills. The school also has a number of speech and language therapists as well as a dedicated PP section. Skullerud VO offers assistance to those who have less severe forms of special needs and those with hearing impairments.

NAV Oslo West is a collaboration of three offices Frogner, Vestre Aker and Ullern. NAV (the Labour Welfare Administration) administers a third of the national budget through schemes such as unemployment benefit, work assessment allowance, sickness benefit, pensions, child benefit and cash-for-care benefit. At the same time, NAV also offers support to its user group in terms of supplying and offering different types of upskilling and training.

The FETI target group will be offered, have been offered, or are receiving the Introduction Programme. The Introduction Programme is a national programme funded by the state and is designed for foreign nationals between 18 and 55 years of age who need to obtain basic qualifications. The duration of the programme may run for up to two years, and in special circumstances, the Introduction Programme can run for up to three years. Each participant is given a primary caseworker and signs a contract (Individual Plan) where the main aims and goals of the Programme are stated. These are related to either employment or education and will include clauses on active participation in the Norwegian society.

The Labour Welfare Office (NAV) can also offer a number of state-funded training schemes. Amongst them are, for example, language placements, which are designed to make the user more accustomed to the Norwegian work environment and to help them with the Norwegian language in employment settings. Here, the participant works unpaid but will receive financial support from NAV at the same time. In addition to this, the target group can also apply for a different programme that offers state supported payments to an employer (up to 6 months). This is for those in the target group who have some relevant work experience from their home countries, are strong enough in the Norwegian language to participate in the Norwegian workplace, but have a need for a longer period of training and upskilling.

Another offer for those who live on the West Side of Oslo would be to participate in Norwegian Language at Work (YNO). Ullern, Frogner and Vestre Aker have employed four Norwegian teachers who go out to companies and offer specialised education in the Norwegian language in the workplace. The offer can be given either directly to the individual or as teaching in groups of less than ten. The content is centered around an actual trade and the Norwegian terminology used in these trades (hairdressing, building, etc.) The relationship between the employee and the workplace/leadership is essential. The employee and employer can come with suggestions as to what should be taught and what type of focus should be given. The teacher will then design the lesson specifically around what the need and the level of the participant currently is.

Both NAV and Oslo VO Servicesenter are qualified to give high quality career guidance, but they have traditionally focused on different areas of support. NAV gives guidance towards the end goal of employment whilst Oslo VO Servicesenter gives guidance in terms of education, citizenship test, mapping, and enrolment into Norwegian courses.

Statistics for progression for the FETI target group are difficult to discover – official figures say around 60% are in work or education after 5 years but since many of these may only be working part-time or are still in primary education, this number may be slightly misleading.

Italy

ENGIM in Italy helps with Job search and CV writing, Support is also offered to investigate vocational training courses.

Most centre users have B1 in Italian and have been unaccompanied minors who have attended school in Italy or who have been in Italy for 10 years or more and are ready to apply for Italian citizenship. Most immigrants are reluctant to commit to the time to achieve this level of language skills because they feel it is more important for them to have a permit to work and stay in Italy and for that, this level is not mandatory. Where the migrant chooses to improve his/her language, it is generally where they wish to seek higher education or professional work. ENGIM courses issue certification, which can be used by the migrant as a professional qualification during the job search phase. Vocational Education and Training (VET) also provides internships in enterprises. This is financed by European funds.

Services are provided for assessing skills and ability in Italian. If the migrant has poor Italian, a free course is offered. Information and orientation around the services in Rome and civic responsibility and entitlement sessions are provided. Help for arranging essential documentation and accommodation is offered and staff will also accompany clients to appointments with other agencies e.g. police, municipality or with care issues.

Dedicated courses in Pastry and Bakery and Stone Masonry are operated and these have proved very popular with over-subscription from migrants. ENGIM also provides the European Skills Passport for Refugees (ESPoR) which gives a reflection of the individual's experience, educational qualifications and any professional skills and is used as a tool to access the job market through targeting work which is matched with the skills profile.

Turkey

Within **Istanbul University**, Temporary Protection Status students who have documents can study all courses except medicine and dentistry. They must prove through a language placement test or by certification that their language level is B1 or above before they begin their course. By the end of the third semester, they must reach C1 level in Turkish or face dismissal from the university.

The university's Language Centre offers places to approximately 1000 students who apply to learn Turkish with around 400-500 reaching B1 level. This figure includes all who wish to learn Turkish as part of their course or who pay to learn at the university. Those with Temporary Protection Status are expected to reach this level in 16 weeks through intensive programmes (5 hours, 5 days per week). These learners will progress to mainstream study at the university.

Other projects to assist displaced populations have included WESREF-IU for Syrians who are already at B1. This provides classes on notetaking, reading comprehension and interpretation, terminology study, skills for academic study e.g. writing, presentations, etc. Around 50 students completed this programme last year from circa 200 applications.

Generally, language courses are designed for 2 days a week, taking 6-7 months to reach B1 level. NGOs generally use a Public Education Centers' module which covers 136 hours for A1 and 160 hours for A2. At NGOs these hours are modified to 120 hours for A1 and 140 hours for A2 for a minimum 2 or maximum 3 days a week.

Career counselling is available through Istanbul University's Career Development Practice and Research Centre (ISTANBUL KAGEM). In addition to the education which the students receive from their departments to help them succeed in their career journey, the Centre also supports them with the training such as Stress Management,



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Teamwork, Colours of Emotions, Self-Confidence Development and Assertiveness Workshop, First Step to Academic Career, CV Preparation and Interview Techniques and develop them each year in terms of quality and quantity. The main purpose of ISTANBUL KAGEM supporting students in areas such as getting know themselves, identifying their tendencies and job opportunities, planning and improving their career options to suit their characteristic features and market conditions to become professionals with highly competitive capacity. The Centre circulates internships, part time vacancies and other opportunities for students. The students, graduates and members can get career counselling from experts in the Centre about choosing a career goal and a profession by filling out the online appointment form on the website.

Other agencies offer support and language skills to those with lower or no qualifications. Refugee and Asylum Seeker Assistance and Solidarity Association offers support to the most disadvantaged people. The biggest grouping is Syrian and statistics state that around 95% of 937 students reached A1 in their language classes of 20, covering a wide age group.

Turkey Resilience Project in Response to the Syria Crisis (TRP) aims to provide Turkish language training in reading, listening, speaking and writing to 52,000 adult Syrians and the Association for Solidarity with Asylum Seekers and Migrants also offers Turkish language training. This organisation assists with finding suitable work for applicants and in easing the process for work permits. They also provide technical help for those who wish to be self-employed. Some training is given for fields in which there are current vacancies.

Basic humanitarian aid is provided through the Turkish government and UN funding and this population are encouraged to apply for work permits to take up employment once they have temporary or permanent status. Very few have gone down this route with even fewer seeking self-employment.

Job and Vocational Consultancy are relatively new in Turkey and many of the counsellors have little expertise in labour market placement. Their role is in placing applicants in jobs without much counselling as to suitability or assessment of previous skills.

Scotland

In Scotland, work has been undertaken to highlight SWAP Access programmes to refugee and asylum seeker populations (SWAP worked with the Scottish Refugee Council). Potential students will be advised of opportunities, be invited to discuss options and advised about the National Academic Recognition Centre (NARIC) and how to apply for a Statement of Compatibility. They may also be required to take numeracy, maths or language tests and told of the ESOL programmes available. Some may have already undertaken language training with other agencies and can be offered additional support. Applicants apply to the programme of their choice and are selected by the delivering college. SWAP programmes contain units called Communications which encompasses oral and written English and success in these units is paramount for progression to higher education. For some disciplines mainly where progression is to a health based profession regulated by the NHS, specific language testing called IELTS level is required for language proficiency. Students receive specific advice from guidance advisers in colleges who are aware of SWAP programme. The policy on funding is also beneficial, for example, refugee students considering nursing do not need the same residence requirements as other students.

In some cases students, for example, Syrian refugees were specifically targeted where they had previous vocational experience e.g. in medicine – which had some limited individual success. Other projects in Scotland, highlighting specific employment areas have had more success, for example through the Bridges Project.



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SWAP programmes also contain an extensive unit on Preparation for Higher Education (Prep for HE) which not only prepares students for higher level study but also develops a wide range of competences in skills, in terms of decision making, interviewing and presentation skills.

In Scotland, English language classes are available from a range of agencies including charities, colleges and the library service for all refugees and asylum seekers. These will mainly be informal classes, but summative assessment is available from A1 to C1 on the Common European Framework of Reference for Languages (CEFR).

Advice about employment opportunities is available from Job Centres and, for those on college courses, additional help is available from the Student Services departments of the colleges. Job Centres are available in most towns and cities and there are several within the Glasgow area. These provide experienced counsellors who can support applicants through its Universal Jobmatch service. Applicants upload a CV which includes up to ten skills on their profile and any experience of that type of work and the system will match them to the most appropriate work.

There are a wide range of organisations working with refugee students, providing information and guidance on a variety of topics. Some are national and some very local depending on the resources available. The support provided often relates to the time spent in Scotland, with housing, welfare and financial aspects being particularly highlighted at an early stage, prior to consideration being given to education. In order to provide coherence, the Scottish Government has launched a strategy, the New Scots refugee integration strategy 2018/22, which focuses on 7 key themes.

These are:

- the needs of asylum seekers,
- employability and welfare rights,
- housing,
- education,
- language,
- health and wellbeing and
- communities, culture and social connections.

5. Conclusions

Outline the work your organisation does to assist the target group

Partners' work focused on the whole range of assistance to the target group from early days' signposting towards financial help, assistance with accommodation and necessary bureaucracy to fine-tuning in careers and educational guidance once refugees had attained a settled status from the reception country. In many instances, the refugees' skills sets did not match the current labour market needs, leading to exclusion from even low level occupations and vocational training or further education.

Define the local partners with whom you currently engage

Partners had excellent local contacts with other agencies from national bodies dealing with these populations to small charities assisting with specific needs. They were all aware of where support could be sought by individuals from vocational training and education centres to legal advice and language training. It was less clear how cohesive these agencies were in their treatment of individuals e.g. anecdotally, refugees were advised by social security benefit agencies to draw down educational bursaries for language training which on occasion barred the refugee from any further funding for future college study. There also seemed to be overlap and variations in services. It was apparent too that many refugees slipped through the systems altogether and had very little state or non-profit support and that sometimes this support proved insufficient to ensure their successful integration to the new culture.

One of the aims of the project is to develop relationships between agencies which will make them more responsive of the needs of individual refugees and asylum seekers, enabling the individual to become a valued member of society.

Give data relating to numbers of the target group in your local area

Numbers in the target groups in partners' areas varied widely. Turkey has an overwhelming number of people with Temporary Protection Status, the majority of whom are keen to return to their own country but in the interim need to earn a living for themselves and their families. Italy and Norway also deal with substantial numbers of refugees. SWAPWest is an example of an organisation responding to the needs of refugees who have been influenced by a range of agencies working with them on issues such as welfare, housing and employability prior to considering how they can develop their futures through education. Working with a range of partners will be of benefit to the project as it will allow us to test the effectiveness of measures that meet the needs of refugees. The statistics of the percentages of Middle Eastern and African nationals proved, in some cases, difficult to extract from the data set that different countries provide publicly and from the partners' own data. Since the project will work with 20 refugees from these target populations, it will be possible to ensure that they are from the target countries and so will benefit from the project interventions.

Give examples of numbers achieving language level B1 or local equivalent and progression to vocational work or further study

Although B1 in the language of the new country was seen as the gold standard for language attainment, it appears that very few refugees and asylum seekers attain this in a short time period. Those who do are either already in education and are transferring to an institution in the receiving country or aim to progress to higher education or professional employment.

The other group who attained this level were those who had arrived as minors and therefore had been at school in the new country.



Provision of full time (5 hours, 5 days per week) language training was offered in several countries but take-up of this is low because there is a more urgent need to find work to provide income and the language certificate is not necessary for certain employment strands. This can later prove to be a barrier to some wishing to progress to better employment where the language level demanded would be higher.

Other educational issues related to the time spent on analysing the language understanding, specifically where the refugee had little or no education. Norway highlighted that they had to return adults to school level provision, even primary in some cases.

The project gives an opportunity to consider this question in greater detail with the target groups and ensure that they will attain a competent level for progression because of the focus of support on them. Whether this is sustainable in a much wider population remains to be seen. The project dissemination and its communication with other agencies across Europe will allow for the sharing of the experience and expertise demonstrated by its activities and its tools and models for assessing skills.

Give an outline of guidance work already undertaken with this target group

In Oslo Servicesenter, careers guidance is provided to refugees who are in the Introduction Programme and to anyone else (refugees/immigrants) who need it within the area of Oslo City Council. Oslo Servicesenter is the only public career centre in Oslo and are obliged to give careers guidance to all citizens over 19 years of age. This includes a mapping of their backgrounds and skills and assessment of prior learning, language skills and work experience. In the Introduction Programme guidance is provided to all with an emphasis on employment rather than education.

There is other provision by private organisations and charities in CV writing, job seeking, IT and advice for vulnerable groups. If the refugee is educated within certain fields e.g. nursing, teaching or engineering, a one-year programme is provided by Oslo University in complementary education.

Again, in Turkey, guidance is undertaken by private organisations and charities, focusing on job placement rather than a skills assessment. In future it is hoped to provide help with CV writing, job interviews and job search together with training in the most common vacancy areas for 3 months to assist with employment.

The Turkish Employment Agency has recently opened Job and Vocational Consultancy offices providing information about job vacancies, training opportunities, work adaptation and counselling. At present the focus is on job placement rather than matching the individual's skills to the labour market.

In ENGIM, the guidance is in three phases, assessing knowledge, balancing skills and job seeking and vocational training.

In Scotland, there are wide range of organisations providing information and guidance. These range from national organisations, local authorities to charities. SWAPWest provide a more structured guidance framework for all students.

Give examples of skills audits already used by these partners for this target group

There is an example of an audit used to assess learner skills in Preparation for Higher Education, used by SWAPWest. Argyll and Bute Council also use an audit to assess skills and an example of how to process an audit was also included in the returned templates, see Appendices IV, V and VI.

The Local Study needs analysis shows clear evidence that there is a need for a more coherent system to gain appropriate information from refugees, migrants and asylum seekers in order to provide to individuals with quality information, advice and guidance, ensuring they can progress towards appropriate vocational work, education and training.

6. Appendices

Appendix I FETI Local Needs Study Template

| | |
|--|----------------|
| Outline the work your organisation does to assist the target group | |
| Define the local partners with whom you currently engage e.g. employers, educational institutions, etc. | 1. 2. 3. |
| Give data relating to numbers of the target group in your local area | |
| Give examples of numbers achieving language level B1 or local equivalent and progression to vocational work or further study | |
| Give an outline of guidance work already undertaken with this target group | |
| Give examples of skills audits already used by these partners for this target group (attach additional documents if necessary) | |

Appendix II

FETI Local Needs Study Completed Templates

| Oslo VO Servicesenter Norway | |
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| Outline the work your organisation does to assist the target group | <p>Oslo VO Servicesenter has 3 different departments and assists people in the target group on many levels. We work with the following (the target group):</p> <ul style="list-style-type: none">All adults over 25 years (but we also assist those between 19 and 25 in the Career Guidance section).Those who still have the right to receive free education at either primary school and secondary school.Those who wish to apply for Norwegian language courses within Oslo City Council.Those who have an immigrant background (the majority of the users).Those who receives financial support from the local government and are currently unemployed.Those who have low or no income and live in the poorest areas of Oslo.Refugees who have recently come to Norway on a temporary or permanent basis. <p>The Servicesenter processes applications for the following courses:</p> <p>Norwegian language courses for adult immigrants, the compulsory 50-hour Norwegian society course, Primary and Lower secondary school, lower levels, Lower secondary school, higher levels, Upper Secondary and Special education. The Oslo Adult Education organization consists of ourselves and five different schools as each of them excel in different areas. The schools are largely dependent on us to process pupils into the correct school for their needs.</p> <p>Oslo VO Servicesenter in November 2019 was awarded the mandate to become "Careers Oslo" (Karriere Oslo), here they can now offer free and impartial career counselling to all of those who live in Oslo and are over the age of 19. The guidance may include help with education, retraining, CV and applications, mapping of interests and skills, interview training, help regarding recognition of education from abroad, validation of prior learning etc</p> <p>Primary Schooling is a universal offer for any of the target group who have yet to have passed the compulsory Norwegian benchmark of ten years of primary schooling. The participant will receive a legal document (vedtak) after applying for primary school, and this document allows them to do so for as long as needed.</p> <p>Secondary Schooling in Norway has 13 different directions, which can lead to either a Higher Education Entrance Qualification or a Completed Apprenticeship Certificate. Vocational and trade skills are an area in which NAV and Oslo Adult Education can contribute. Nine of the thirteen directions lead to Completed Apprenticeship</p> |

certificates, which can later be built upon towards a Master of Guilds award. If a learner has obtained skills through work or education, but cannot document them, he/she can apply for an assessment of skills. Through the assessment process, skills will be assessed against the aims stated in the Norwegian curriculum. Validation of prior learning involves assessment of theoretical knowledge and skills and/or practical knowledge and skills in a vocational subject (testing of work-related competence). Validation of prior learning may shorten the adult's period of education or he/she can be issued documentation.

Special Education is available at Nydalen VO. Here they offer special education for those taking Norwegian lessons, basic primary education, or in need of basic training skills. The school also has a number of speech and language therapists as well as a dedicated PP section. Skullerud VO offers assistance to those who have less severe forms of special needs and those with hearing impairments.

NAV Oslo West is a collaboration of three offices Frogner, Vestre Aker and Ullern. NAV (the Labour Welfare Administration) administers a third of the national budget through schemes such as unemployment benefit, work assessment allowance, sickness benefit, pensions, child benefit and cash-for-care benefit. At the same time, NAV also offers support to its user group in terms of supplying and offering different types of upskilling and training.

The FETI target group will be offered, have been offered, or are receiving the Introduction Programme. The Introduction Programme is a national programme funded by the state and is designed for foreign nationals between 18 and 55 years of age who need to obtain basic qualifications. The duration of the programme may run for up to two years, and in special circumstances, the Introduction Programme can run for up to three years. Each participant is given a primary caseworker and signs a contract (Individual Plan) where the main aims and goals of the Programme are stated. These are related to either employment or education and will include clauses on active participation in the Norwegian society.

The Labour Welfare Office (NAV) can also offer a number of state-funded training schemes. Amongst them are, for example, language placements, which are designed to make the user more accustomed to the Norwegian work environment and to help them with the Norwegian language in employment settings. Here, the participant works unpaid but will receive financial support from NAV at the same time. In addition to this, the target group can also apply for a different programme that offers state supported payments to an employer (up to 6 months). This is for those in the target group who have some relevant work experience from

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| | <p>their home countries, are strong enough in the Norwegian language to participate in the Norwegian workplace, but have a need for a longer period of training and upskilling.</p> <p>Another offer for those who live on the West Side of Oslo would be to participate in Norwegian Language at Work (YNO). Ullern, Frogner and Vestre Aker have employed four Norwegian teachers who go out to companies and offer specialised education in the Norwegian language in the workplace. The offer can be given either directly to the individual or as teaching in groups of less than ten. The content is centered around an actual trade and the Norwegian terminology used in these trades (hairdressing, building, etc.) The relationship between the employee and the workplace/leadership is essential. The employee and employer can come with suggestions as to what should be taught and what type of focus should be given. The teacher will then design the lesson specifically around what the need and the level of the participant currently is.</p> <p>Both NAV and Oslo VO Servicesenter are qualified to give high quality career guidance, but they have traditionally focused on different areas of support. NAV gives guidance towards the end goal of employment whilst Oslo VO Servicesenter gives guidance in terms of education, citizenship test, mapping, and enrolment into Norwegian courses.</p> |
| <p>Define the local partners with whom you currently engage e.g. employers, educational institutions, etc.</p> | <p>NAV Oslo West (3 offices: Frogner, Vestre Aker and Ullern), Oslo VO Helsfyr, Oslo VO Rosenhof, Skills Norway (Directorate for Lifelong Learning), The Vocational Training Board in Oslo.</p> |
| <p>Give data relating to numbers of the target group in your local area</p> | <p>There are no comprehensive statistics related to the whole target group in our area (those who have a refugee background from the Middle east and Africa and are “disadvantaged” when it comes to either employment or education). Within this group we have young people, old people, well educated people, not educated people, men and women. We can still give some numbers that might say something about the local situation.</p> <p>The Oslo Integration Reception Centre was housing many refugees until the centre got shut down in April 2018 due to few new arrivals. The majority of residents came from smaller towns or villages in Syria and Eritrea and had mostly worked as farmers or unskilled manual workers. The majority of the women had never had any paid work. It was soon identified that many of those who arrived had little or no educational background. Many were unable to read or write in their native language, and many did not have any digital competence either. Barely half of the newcomers had finished secondary education. Only around 5% of the Eritreans had achieved any form of higher education, and many of these had spent a significant part of their lives in the military. Prior to the opening of the centre in 2016 it was expected that a high percentage of the Syrian refugees would be highly educated. However, this was soon discovered not to be the case, with only 10–15% having received higher education. The majority of the refugees did not have any documentation on their school attendance.</p> |

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| | <p>We still have a lot of refugees attending the Introduction Programme in Oslo who came during the refugee “wave” between 2015 and 2017. In 2018, 2119 people attended the introduction programme in Oslo There are much more men than women attending the programme, 75% of the participants are men (IMDi).</p> <p>In 2018 we had 2542 adults attending education on a primary school level in Oslo. 2087 of them had a refugee background (IMDi).</p> <p>Numbers shows us that around 60% of those who attend the Introduction Programme get into some kind of work or education after 5 years. But the numbers might be slightly misleading since many are just working part time (in a very small percentage) and a high percentage also attend primary school for long periods of time (years) without showing much progression. So, the number is probably much lower.</p> <p>From 2013 - 2017 the numbers of immigrants that receive social benefits from the Norwegian State (NAV) has increased considerably from 35.5 % to 44.5 %. In the rest of the population the number is at the same time decreasing. Immigrants receive 71% of the social benefits that NAV totally distributes in Oslo. Those with a background from either Africa or the Middle east are highly overrepresented in the statistics. 81% of the social benefits that were distributed to immigrants in Oslo in 2017 got distributed to immigrants from either African countries or countries in the Middle east (SSB).</p> <p>All these numbers suggest that our target group is quite large as 33% of the population in Oslo (690 000 inhabitants) have an immigrant background.</p> |
| <p>Give examples of numbers achieving language level B1 or local equivalent and progression to vocational work or further study</p> | <p>Statistics shows that among those who participated in the Introduction programme between 2011-2017, there are big differences when it comes to achieved language levels at the end of 2016. Among those who are on track 1 (with little or no formal education) only 3 % achieved a B1 level (both oral and written). Among those who are on track 2 the number is 11 %, and among those on track 3 (those with higher education from their home country) the number is 32.4% (Fafø 2018).</p> <p>There are also differences when it comes to National backgrounds. The statistics shows that only about 15% of those on track 1 who came from countries in the middle east achieved an A2 level (oral and written), from Somalia the number was 16%. From the Philippines the number was 56%.</p> |
| <p>Give an outline of guidance work already undertaken with this target group</p> | <p>1) There are comprehensive Career Guidance programmes for refugees who lives in the National Integration Reception Centres. This programme includes mapping of their background and skills, career guidance (individually and in groups), assessment of prior learning, language courses and work practices. But there are still many refugees in ordinary reception centres that doesn't get the same offer. Those who arrive through family reunification (a large</p> |

number) might get very little help and support when it comes to career development if they “go under the radar”. Pregnant women and women with small children are particularly vulnerable when it comes to this.

2) The Introduction Programme (NAV) gives guidance and support to everyone attending the two-year programme, but this guidance puts a lot more emphasis on employment than on education. It does not seem to work that well for some groups, and particularly not for those with little or no formal education from their home countries (Fafo 2018)

3) Employees from different private organisations (e.g. The Red Cross, Caritas, UngInfo) also works with the target group. They typically offer courses in CV-writing, job seeking courses, computer courses, social learning activities like language cafés, and advice for vulnerable groups (e.g. women in forced marriages, LGBTQ).

4) The Oslo Metropolitan University offer a one-year programme of customised complementary education for refugees who are educated within nursing, teaching or engineering from their home countries. They can also attend Norwegian/English classes there in order to get into the programme.

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| <p>ENGIM Italy Lazio - Rome</p> | |
| <p>Outline the work your organisation does to assist the target group</p> | <p>ENGIM is a non-profit organization operating in Italy since 1977. Since 2000 is a non-governmental organization recognized by the Ministry of Foreign Affairs for the implementation of short and medium-term programs in developing countries; for selecting, training and deployment of volunteers in civil service; for the implementation of training activities in developing countries; for the implementation of information and education activities on development issues.</p> <p>Currently, Engim operates in 14 implementing projects and programs aimed primarily at children and adolescents in vulnerable conditions and with a focus on the issue of vocational training, non-formal education, food assistance and social services, etc.</p> <p>In Italy, ENGIM operates mainly in the field of vocational training of young people in 6 Italian regions (www.engim.org)</p> <p>It is part of the Association of Italian NGOs and of the Italian Platform of European NGOs CONCORD. Since December 2008 it also a member FOCSIV, the Federation of Christian Organizations for International Volunteer Service.</p> <p>SECTORS OF INTERVENTION</p> <ul style="list-style-type: none"> - Development Cooperation Projects and programs - Sponsorship in Africa, Latin America, Asia and Eastern Europe - Training and sensitization activities on Development, and global citizenship issues - Events and initiatives to raise awareness on North-South interdependence - Fair Trade - Mobility programs and International Voluntary Service <p>MAIN ACTIVITIES</p> <ul style="list-style-type: none"> - Start-up and support of technical and vocational training centers in agriculture, engineering, electrical and electronics, hotel and tourism, information technology, construction, carpentry, car mechanics, tailoring, etc. - Social integration and job placement for young people and adults support to cooperatives, micro-credit. - Food security and sustainable development; agriculture support for small producers cooperatives, wells construction, etc. - Support to marginalized groups: ethnic minorities, persons with disabilities, indigenous peoples, etc. <p>GEOGRAPHICAL AREA IN ITALY</p> <ul style="list-style-type: none"> - Education and training Consultancy, guidance and job placement services for foreign citizens, migrants and refugees. |

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| | <ul style="list-style-type: none"> - Fair trade - Development education and awareness raising to inform EU citizens about development issues, mobilise greater public support for action against poverty, give citizens tools to engage critically with global development issues, to foster new ideas and change attitudes. <p>IN THE WORLD</p> <ul style="list-style-type: none"> - Development cooperation projects in 15 countries (Eastern Europe, Africa, Asia and Latin America) in the fields of vocational training, job placement, micro-credit, agricultural development, and business start-up. - Emergency projects to reduce the distress of populations affected by natural disasters and war events or epidemics (Mali, Syria, Lebanon, Sierra Leone) - International mobility and voluntary programs (European Voluntary Service, Civil Service, Civil Peace Corps, Internships) <p>In detail, in our office in ROME, after the first contact with the Immigrants Service Center (ISC), the users are offered an orientation path followed by our operators: a service carried out through personalized interviews aimed to evaluating formal, informal, training and professional experiences, with a balance of the subject's abilities and aspirations. A help in drafting the CV with the related information and guidance section on the rights and duties of the worker.</p> <p>Our activities:</p> <ul style="list-style-type: none"> improve the level of knowledge of foreigners' Italian language and culture; information and orientation among the services offered by the city of Rome; awareness and information about rights and duties through laboratories and seminars; job search; CV production or updating; bureaucratic orientation (accommodation, residence, renewal of documents, citizenship, recognition of qualifications, etc.); accompaniment to services (police headquarters, legal service, municipality/town halls, ASL, INPS etc.; activation of social work inclusion internships promoted by the Italian Ministry of Labor; enrolment in vocational and training courses; job search in the context of private home care (caregivers) also through the management and implementation of a Register of Family Assistants developed by our ISC. |
| <p>Define the local partners with whom you currently engage e.g. employers, educational institutions...</p> | <ul style="list-style-type: none"> Network of non-profit associations in the metropolitan area of Rome; Vocational training centers; Associations of lawyers dealing with immigrant foreign citizens; Educational institutions. |

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| Give data relating to numbers of the target group in your local area | The ISC has an average monthly around 40/50 units, mainly foreigners from Nigeria, Mali, Gambia and Senegal, from 18 to 50 years old. In our center men are more than women. The abolition of humanitarian protection caused confusion and frenzy, forcing all former owners to a desperate research for a job contract for the conversion of the permit. This is the main user who mostly showed up in the ISC and our target group, followed by asylum seekers and holders of international protection. |
| Give examples of numbers achieving language level B1 and progression to vocational work or further study | In our centre, users who have acquired the B1 level of the Italian language are usually former unaccompanied minors (who have attended middle school meanwhile they were in reception centres or hotspot) and immigrants already integrated and resident in Italy for more than 10 years who already have Italian citizenship or are about to apply for it. Nowadays, reaching level B1 is seen as an obstacle; the social-employment inclusion, and the obtaining of a job contract (after the abolition of the humanitarian protection of the new security decree) is the main goal for immigrants, who otherwise could not renew / apply for a permit to work and stay in Italy. To obtain an employment contract in Italy it is not mandatory to have the B1 language level. Therefore each Italian courses, if not included in a future job opportunity, is perceived by the immigrants as a “waste of time”. It is also true that obtaining B1 usually pushes the migrant to seek a more important training or professional path. |
| Give an outline of guidance work already undertaken with this target group | <p>The guidance work with the immigrants of our ISC takes place usually following 3 phases:</p> <p>1) Knowledge and interview phase. We try to clarify the migrant's life, professional and educational background and their language skills;</p> <p>2) Phase of the curriculum and balance of skills. After carrying out a balance of their skills through a path divided into various meetings, we proceed to the compilation of the curriculum. If the migrants up to this point have not shown any ability in the Italian language, we will take care of providing/insert in free Italian courses.</p> <p>3) Job search / vocational training / study phase. After completing the curriculum, the actual needs / possibilities of the migrants are analysed and a path is started to facilitate job search or the search for training courses.</p> |
| Give examples of skills audits already used by these partners for this target group (attach additional documents if necessary) | An example of how we proceed with our skills audits is attached at Appendix IV |

ENGIM Italy Piemonte

Outline the work your organisation does to assist the target group

ENGIM PIEMONTE is a vocational training organisation. We provide services to a wide category of users: young people, adults, unemployed, migrants, and disabled people. We offer courses according to our Regional Vocational Training system, which is the main financing institution. The main courses we organise in favour of the target group are:

- Education and professional training for 14-24 years old students with experimentation of Dual System courses
- Labour market training courses dedicated to unemployed, employed, migrants.

We also provide vocational and professional guidance through our SAL - Job Centre that welcome young people and adults in defining and redefining their projects and choices in the vocational and professional domain, in order to prevent or to intervene in situations of early school leaving, abandonment, and inactivity.

Engim Piemonte is a certified member of the FECBOP (Fédération européenne des Centres de bilan et d'orientation professionnelle) which is an association operating at European level. It was founded by institutions and bodies working in the field of vocational guidance, career counselling, recognition and accreditation of experiential learning and in bilan de compétences.

Engim Piemonte provides services to COMPANIES, in consulting, scouting / screening of needs, at the supply / demand process, the activation of traineeships, and towards PEOPLE, for self-promotion support, in the enhancement of skills, in the active search for work and in the identification of training paths.

Engim Piemonte is constantly confronted with the social and productive world and is closely related to labour and development policies in order to:

- always guarantee training proposals and consultancy services updated and in line with the socio-economic situation and needs expressed;
- contribute to the growth of the territory and people.

Moreover, Engim Piemonte is an information point of the metropolitan territorial network against discrimination. It detects cases of discrimination in its services and reports them to the Metropolitan headquarter, based in a dedicated office of the Metropolitan City of Turin.

The Metropolitan Territorial Point against discrimination is in charge of the following activities:

- reception, guidance and management of cases of discrimination
- construction and coordination of a territorial anti-discrimination network
- monitoring of the phenomenon of discrimination in the metropolitan area
- information, communication and awareness raising activities on anti-discrimination issues in the area of competence

The Metropolitan Territorial Point against discrimination carries out free consultancy activities for those who believe they are victims or witnesses of episodes / acts of direct or indirect discrimination (art.2 LR5 / 2016) based on:

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| | <p>nationality, sex, skin colour, national, ethnic or social origin, genetic characteristics, religion or personal beliefs, Politics or any other opinion, belonging to a national minority, disability, sexual orientation and gender identity, other personal or social condition.</p> <p>The Metropolitan Territorial Point against discrimination offers the following Services:</p> <ul style="list-style-type: none"> • welcome interviews • taking charge and accompanying the victim • information on rights and orientation to access the Services and the competent Authorities • informal conciliation • communication to the judicial authority in criminal cases |
| <p>Define the local partners with whom you currently engage e.g. employers, educational institutions, etc.</p> | <p>Network of non-profit associations in the metropolitan area of Turin; Vocational training centres; Associations of lawyers dealing with immigrant foreign citizens; Educational institutions;</p> |
| <p>Give data relating to numbers of the target group in your local area</p> | <p>In 2018, in the metropolitan city of Turin, 4.9% of the residents came from non-European countries, and approximately 117.979 non-EU citizens demanded and renewed the residency permits. They mostly came from Morocco (22.7%), China (10.9%), and Albania (8.3%), followed by Peru, Egypt, and Moldavia (overall: 19%). Regarding the age group of the non-EU residents in Turin, 58.2% is above the age of 30 and 21.3% is under 18 (compared to 59.8% and 21.7% of the national level). To be more specific, 25.129 are the non-EU minors who live in Turin (their presence decreased by one percentage point compared to the previous years). Turin is also the third metropolitan city where there are more foreign births (3.039 in 2017).</p> <p>There has been an increase in the number of people who are demanding asylum and humanitarian protection. Between 2011 and 2018, in Italy, the percentage rose from 3 to 17 and in Turin from 2.7 to 13.3. There is an overall of 8.576 non-EU citizens who reside in the city of Turin due to humanitarian and asylum reasons (84.1% of men and 15.9% of women). Between 2017 and 2018, the number increased to 29.5%.</p> |
| <p>Give examples of numbers achieving language level B1 and progression to vocational work or further study</p> | <p>Users who have acquired the B1 level of the Italian language are usually former unaccompanied minors (who have attended middle school meanwhile they were in reception centres or hotspot) and immigrants already integrated and resident in Italy for more than 10 years who already have Italian citizenship or are about to apply for it. Nowadays, reaching level B1 is seen as an obstacle; the social-employment inclusion, and the obtaining of a job contract (after the abolition of the humanitarian protection of the new security decree) is the main goal for immigrants, who otherwise could not renew / apply for a permit to work and stay in Italy. To obtain an employment contract in Italy it is not mandatory to have the B1 language level. Therefore each Italian courses, if not included in a future job opportunity, is perceived by the immigrants as a “waste of time”. It is also true that obtaining b1 usually pushes the migrant to seek a more important training or professional path.</p> |

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| <p>Give an outline of guidance work already undertaken with this target group</p> | <p>The guidance work with the immigrants of our takes place usually following 3 phases:</p> <p>1) Knowledge and interview phase. We try to clarify the migrant's life, professional and educational background and their language skills;</p> <p>2) Phase of the curriculum and balance of skills. After carrying out a balance of their skills through a path divided into various meetings, we proceed to the compilation of the curriculum. If the migrants up to this point have not shown any ability in the Italian language, we will take care of providing/insert in free Italian courses.</p> <p>3) Job search / vocational training / study phase. After completing the curriculum, the actual needs / possibilities of the migrants are analysed and a path is started to facilitate job search or the search for training courses.</p> |
| <p>Give examples of skills audits already used by these partners for this target group (attach additional documents if necessary)</p> | <p>An example of how we proceed with our skills audits is attached at Appendix IV.</p> |

Istanbul University Turkey

Outline the work your organisation does to assist the target group

Istanbul University is a state university and offers associate, undergraduate and graduate degrees. An admission criterion is set by Council of Higher Education (CoHE) which is responsible for planning, coordination and supervision of higher education. Turkish citizens are required to take a Higher Education Institutions Exam to be admitted to a university. Students are ranked according to their overall scores and according to their score they can enroll a department at a university. Even though there is a general legislative framework set by CoHE, Turkey grants the right to education to the refugees under temporary or international protection in a flexible structure through different admission criteria. Refugees and refugee like students are free to apply directly to any higher education institutions provided that they graduated from a high school either in Turkey or where they come from. Some universities might require a Foreign Student Exam (YÖS) which is an exam which is prepared and conducted by universities individually. Some require scores from international standard exams such as SAT (Scholastic Aptitude Test), ACT (National College Admission Examination) or MCAT (Medical College Admission Test). YÖS is offered in Turkish, Arabic, English, French and Russian. In case of Istanbul University this exam is called as Istanbul University's Foreign Student Exam (İUYÖS). For example if a Syrian and a Brazilian apply to study at a degree program at Istanbul University, they both need to be a high school graduate and they both need to pass İUYÖS with a minimum score of 40 and prove their language proficiency which is B1 if the medium of instruction in the relevant program is Turkish. Refugee students coming from Syria and Egypt are also allowed to study at Istanbul University as transfer students (with documents) who have had to interrupt their university education in their countries. They can study at all programmes except Medicine and Dentistry. Istanbul University is responsible for evaluating documents submitted by applicants (Ayselin Yıldız, 2019, Turkey. Integration of refugee students in European Higher Education Comparative country cases: Germany, The Netherlands, Norway, Spain, United Kingdom, Turkey, Yıldız, A. (Ed.) Izmir: Yasar University Publications).

Istanbul University requires B1 level Turkish certificate from the applicants to start their education in the department. In case of student's lack of a language proficiency certificate, after registration to the university students take a language placement test and if they cannot pass they enroll to the university's one year language preparatory class provided by Istanbul University School of Foreign Languages for free. Once they reach B1 they can continue their education at the department they are placed. However students are still supposed to reach C1 level while they are studying at their department at the end of the 3rd semester. Otherwise they are dismissed from the university (Y. Yeşim Özer Yürür, Ayşegül Komsuoğlu, Zeynep Özde Ateşok, 2018, Supporting Refugee Application and Admission to Higher Education Institutions in Turkey). Language is an important obstacle for students. That's why various projects have been conducted targeting refugee students (specifically Syrians as they are the highest in numbers) by Istanbul University. The most recent project is conducted by Istanbul University, **WESREF-IU**, "Welcoming Syrian Refugees to Istanbul University: Improving Capacity and Knowledge Sharing" which started in

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| | <p>2018/05/01. This project is funded under H2020-EU. Within the scope of WESREF-IU project an academic Turkish language support program was provided to the Syrian students. The contents of the program aimed to increase the academic success and participation of our students by works on how to improve note-taking skills during classes; developing reading comprehensions and interpreting skills; studies on terminologies and structures used in the academic language; activities to develop academic writing skills; writing articles, preparing written presentations, letters sent to official institutions and individuals (writing e-mails, petition etc.); improving oral presentation skills. In a way it was aimed to ease the difficulties of the refugee students face in admission process because of lack of language skills and guidance.</p> <p>As in the example of Syrians who are granted “temporary protection status” have free access to education, health care and social services. They do not have to pay for international student fees as the Government of Turkey has waived academic tuition fees for Syrian nationals studying full time at state universities. Moreover they have the free access to the students’ dormitory. Majority of Syrian students also have benefited from “Türkiye Scholarships”, a government funded scholarship program administered by Presidency for Turks Abroad and Related Communities (YTB) which also covers one-year Turkish language course (Yıldız, 2019). Intensive Turkish language courses funded by YTB can be delivered by language teaching institutes attached to universities as in the case of Istanbul University is the language center. Istanbul University’s Language Center teaches Turkish especially Syrian refugees along with other nationalities.</p> <p>Istanbul University also has a Career Development Centre. It offers career counselling, foreign language speaking classes, self-assessment inventory to the university students, graduates, personnel of the university upon request. As Human Resources Department of Presidency of the Republic and all the Career Centres in Turkish public universities are required to be in cooperation, our Career Development Centre announces any advertisement which includes internship, part time works for the students supported by the Presidency of the Republic. Beyond announcing the advertisement, we should make clear that we reach all of the students in our university and inform them as the Centre. In addition to this, we have to report the applications, collect the CVs and categorise the applications into different groups such as departments, classes and preferences such as sectors, businesses or departments which they want to work in. We also have to report the activities we completed to Presidency of the Republic.</p> |
| <p>Define the local partners with whom you currently engage e.g. employers, educational institutions, etc.</p> | <ol style="list-style-type: none"> 1. Turkish Employment Agency (ISKUR): ISKUR is an institution founded in 1946 for providing jobs and employees. It provides vocational training courses and on the job training programs. Job and Vocational Counselling (JVC) Service is one of the services provided by ISKUR. 2. İsmek: It is part of the Istanbul Municipality services which offer lifelong learning training in 28 different occupational education programs and language courses including Turkish. 3. Halk Eğitim Merkezi: Public Education Centres are lifelong learning centres as national governmental bodies. Its main objective is to support lifelong learning by different vocational training classes according to target groups’ needs (https://hbogm.meb.gov.tr). Each local public education centre determines the educational and vocational courses to offer. It has many branches in each city in Turkey. NGOs and refugees have the |

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| | <p>opportunity to contact these public institutions for both Turkish language and vocational trainings. All educational and vocational trainings are free.</p> <ol style="list-style-type: none"> 4. Various NGO's: Refugees and Asylum Seekers Assistance and Solidarity Association (Mülteciler Derneği), Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM), Support to Life (Hayata Destek), YUVA and Small Projects Istanbul offer occupational training programs, Turkish language programs, legal and psychological counselling besides employment and career counselling. 5. Presidency of the Republic of Turkey Human Resources Office 6. Other Universities' Career Centres 7. British Centre is a private language course in Istanbul. It offers language courses on English as a second language (https://www.britishcentre.com.tr/). A protocol was signed between British Centre and Istanbul University Career Development Research and Application Centre in September 2019. According to the protocol our students can get benefit from attending Business English and speaking activities, 50 hours one to one tutoring for free. Also if the student fails in any level of the course can study again for free. Istanbul University Career Development Centre also offers English and French speaking club activities for free for our university students <p>https://kariyer.istanbul.edu.tr/tr/haber/yabanci-dil-konusma-sinifi-etkinlikleri-devam-ediyor-53006D006100370064006A003800350077007900480039007900700046006200610041004F003200370077003200)</p> |
| <p>Give data relating to numbers of the target group in your local area</p> | <p>As of 30th of November 2019 there were 3.6 million Syrians and additionally 170.000 Afghans, 142.000 Iraqi, 39.000 Iranian, 5.700 Somalian and 11.700 various nationalities (Turkey: Key Facts and Figures, https://www.unhcr.org/tr/en/unhcr-turkey-stats). As of 9th of January 2020 there are 3.576.659 Syrians in Turkey. Only 63.247 of them live in camps. 480.077 Syrians live in Istanbul (Turkish Ministry of Interior Directorate General of Migration Management, 2020). According to Refugees and Asylum Seekers Assistance and Solidarity Association (Mülteciler Derneği) as of 30th of 2019, there are 306.830 men and 222.598 women in the age group of 19-24 in Turkey. The age distribution of Syrians where the highest proportion consists of the group aged 19-24 after 0-4 (https://multeciler.org.tr/turkiyedeki-suriyeli-sayisi/).</p> <p>It should be mentioned that there is no specific statistical categorization of refugee or refugee like populations. Even though students from Syria, Iraq and Egypt has steadily increased since 2014, for the time being Syrians are the highest in numbers. As of February 2019, the number of Syrian students registered at Turkish higher education institutions is 28,000. Istanbul University has the second highest numbers of Syrian students in Turkey after Gaziantep University which is in a city by the Syrian border (Yıldız, 2019). The total number of students registered Istanbul University coming from Middle East is 3034 for the academic year of 2019-2020 (Istanbul University's International Students Office).</p> |
| <p>Give examples of numbers achieving language level B1 or local equivalent and progression to vocational work or further study</p> | <p>Istanbul University's Language Center offers mainly Turkish courses along with other foreign languages. In a year they have approximately 1000 students who apply to learn Turkish with different backgrounds either students or housewives... About 400-500 of them reach B1 level in Turkish. Refugees in general with all sorts of background who attend language courses at the centre reach language level B1 in 16 weeks (8 weeks A1 + 8 weeks A2) through an intensive schedule of 5 days a week, 25 hours a week. The ones graduated from language course generally stay at</p> |

the academic path. Because they attend the course with a high motivation either to continue their academic education or find a job. Compare to other nationalities Syrians are more successful.

The centre is currently engaged in WESREF-IU Project and provided language support to the Syrian students who are already in B1. The students during the project received language support that they need in their academic studies and in their daily life. The students were asked to mention in which language skill they had most difficulty in so the program offered to the students according to their needs such as speaking, academic writing in two terms each 16 weeks. Majority of the students mentioned that they had most difficulty in writing skill. However there was a gap between the numbers of the students registered the language support program and numbers of students who attended the classes. Maximum 50 students regularly attended the courses even though about 200 students applied and the students were informed that if they showed regular attendance they would be given "Certificate of Attendance". (Istanbul University Language Center, 2019, Wesref Academic Language Support Program).

Istanbul University's School of Foreign Languages also gives Turkish preparatory class for the students registered through Istanbul University's Foreign Student Exam and the transfer students from Syria and Egypt. Right now 356 Syrian and 17 Egyptian transfer students with refugee background who attend Turkish language classes at the School of Foreign Languages. Once students are registered to the University they take a placement test by the School of Foreign Languages if they cannot prove their Turkish language competence at B1 level with a certificate. According to their performances they are placed in A1 or A2. The courses designed as 4 days a week, 5 hours a day for 15 weeks each semester. The students who start from A1 level are expected to reach B2 in 30 weeks in two semesters. The students who starts from A2 level are expected to reach B1 in 15 weeks. At the end of the semester they take another exam to see if they reached B1 level. If they fail, they take another year Turkish preparatory class. If the students fail again at the end of the second preparatory class, then they are dismissed from the university. The students who passed the language can start the program they registered at university. The average numbers who are successful is about %60. However they are still expected to reach C1 language proficiency individually to continue their education at university at the end of the 3rd semester of the program.

In addition, many civil society organizations and public institutions also run free Turkish language courses for refugees/migrants. Language programs are offered by Turkish Employment Agency, metropolitan and district municipalities and NGOs. One of them is Refugees and Asylum Seekers Assistance and Solidarity Association (Mülteciler Derneği). Their target group is the most disadvantaged refugees in terms of education. The biggest group who apply to this association is Syrians as it is established in Sultanbeyli, an area which has the highest Syrian population on the Anatolian side of Istanbul. They also provide language support. According to them to reach B1 level is up to the person. However it takes about a year. According to their statistics 95% of their applicants from Sultanbeyli reached A1. Their language classes host 20 students each. They even have women students over 60. Even though they accept that reaching B1 is difficult, they will set up a class for level C1 for the first time in

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| | <p>February. By now the total number who benefited from Turkish language classes is 937. They cannot give solid numbers who continue to academic or vocational paths.</p> <p>Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM) is another NGO provides language classes in cooperation with Public Education Centre (Halk Eğitim Merkezi). They have Turkish teachers from Public Education Centres. Each level takes about 3 months and students reach Level B1 in 6 months. They ca not provide exact numbers of the students benefited from language courses as they are preparing their end of year report.</p> <p>The two-year project “Turkey Resilience Project in Response to the Syria Crisis (TRP)” which started is also implemented by the United Nations Development Programme (UNDP) in collaboration with the General Directorate of Lifelong Learning of the Turkish Ministry of National Education (MoNE - GDLL), funded by the European Union (EU). It is aimed to provide Turkish language trainings in reading, listening, speaking and writing to 52,000 adult Syrians who are aged 18-57 at 53 public education centres under Temporary Protection in Turkey at Public Education Centers in 10 provinces (Adana, Bursa, Gaziantep, Hatay, Istanbul, Izmir, Kilis, Konya, Mersin and Şanlıurfa) through the Project. It is planned to be implemented as 3 hours for 3 days in a week for a term of 10 weeks, and deliver A1, A2 and B1 level Turkish language courses combining classroom and online learning programmes. Results of the Project has not shared yet as it is not ended. (https://www.tr.undp.org/content/turkey/en/home/presscenter/pressreleases/2019/03/suriye-krizine-yant-olarak-tuerkiyede-dayankllk-projesi--tdp--ka.html)</p> |
| <p>Give an outline of guidance work already undertaken with this target group</p> | <p>Istanbul University’s career development centre has not conducted a career counselling to refugee students yet as they have not applied.</p> <p>Guidance has been practiced by public and private sectors. However career guidance is practiced more on the side of a job placement then skills assessment of the applicants. For example Refugees and Asylum Seekers Assistance and Solidarity Association (Mülteciler Derneği) provides Business and Career Counseling. They keep the record of employees regarding their skills at this desk. They do not require any certificate regarding applicant’s skills. They rely on the truth of these representations and warranties by the applicant. When they see a suitable position they help refugee to contact with the employer. All the support provided is free of charge. They help refugees in the search for employment and once a refugee is placed a job the Office helps them with work permit procedure without charging anything. The office also helps the employer with the work permit process which is found complicated and expensive by the firms. In case of a refugee wants set up a business they also provide technical support. They also conducted projects in cooperation with United Work in the area of Job and Vocational Consultancy. Right now they are working on establishing a career development centre in cooperation with UNHCR. They are planning to give training how to write a CV, job interview, how to look for a job, ... Because they think that majority of the refugees are the people who have not looked for a job before. In the scope of the project they will do a field work to see what kind jobs vacancies exist and what kind of skills are valid or needed by the employer. Once it is done, they will select 2 or 4 occupation and they will give training for 3 months and provide certificates to successful candidates.</p> |

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| | <p>The other one is Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM) help in finding employment opportunities for those who successfully complete the trainings such as vocational and language. But they do not do any kind of assessment. Right now they are providing seminars on how to write a CV, make presentations of different occupations to refugees. They offer programmes to Syrian refugees mainly. However they also provide such services to other refugees in case of availability.</p> <p>The experience of Job and vocational consultancy (JVC) in Turkey is relatively short. JVC as a profession was created in 2012 in Turkey and straight away 4000 JVCs were recruited the same year by Turkish Employment Agency with the funding from UNHCR. They offer services to quite a large diverse groups such as employers, job-seekers including disabled and migrants. Within the scope of JVC vocational guidance, guidance to trainings, job placement, work adaptation and counselling to employers are provided. Integration of migrant labour force into the labour market requires job placement but also vocational consultancy. A survey with JVCs with the counsellors about their educational and professional experiences conducted in Gaziantep, Hatay, Kahramanmaraş, Urfa, İstanbul and Ankara which are the key refugee hosting provinces in Turkey. Even though professional education of JVCs are critical in conducting their jobs, the survey results show that JVCs are not working at a job that is suitable to their formal education as majority of them have degree in teaching who could not be appointed as teachers etc. JVCs also mentioned that they mainly focus on job placement rather than vocational counselling. Such situation also has strong ties with regard to the perception of ISKUR as it is considered being a job centre. On the other hand JVCs provide vocational consultancy service only to university students upon request. According to the survey the JVCs have limited knowledge and awareness about labour migration in Turkey. Even though vocational consultancy is crucial for migrants' integration into labour markets, it is not known how they will be actually be delivered in practice by JVCs. Because they already conduct job consultancy services in an environment where unemployment is quite high. In other words inadequacy in vocational consultancy services in guiding migrants to jobs which fit for their skills and qualifications is not a problem related to migrant but a general one (Şenay Gökbayrak, Yelda Devlet Karapinar, 2019, Labour Market Integration of Migrants in Turkey: Weaknesses and Opportunities of Career Guidance for Migrants, <i>Ankara Üniversitesi Sosyal Bilimler Dergisi</i>, 10(2), pp. 84 – 96).</p> |
| <p>Give examples of skills audits already used by these partners for this target group (attach additional documents if necessary)</p> | <p>By now we have not received a solid example of skills audits used by the mentioned public and private bodies that we interviewed. The procedure is conducted by Refugees and Asylum Seekers Assistance and Solidarity Association (Mülteciler Derneği) can be given as an example, it is not fulfilling tough what you ask. In the first stage of application, the social workers of the organization have an interview with the applicant for 45 minutes. The applicant might have applied for food aid, but the interview is helpful in terms of identifying the other kind of needs of the applicant such as language training, employment, housing...etc. which was shadowed. And then the applicant is directed to the other services of the organization such as legal support, education, rehabilitation, employment ... In case of a job placement if applicant is found suitable for certain occupations, he/she starts training of language and vocation. After training procedure first the applicant take a written examination, and then an interview is given that is taped. If the applicant pass through all these stages can obtain a certificate which is valid internationally.</p> |

Scottish Wider Access Programme (West) SWAPWest Scotland

Outline the work your organisation does to assist the target group

SWAP programmes are specifically designed for adults who have no or few qualifications. Programmes are designed by our University and College partners for entrance to degree level study. Refugee students can be recruited on to all programmes. They are popular as most refugees are adults. In addition our 'no qualifications' entrance for access programmes, means they are accessible for students who leave their countries with few certificates. Universities will not recognise some qualifications from abroad, therefore SWAP programmes are beneficial in providing a period of study to prove to universities that candidates are ready to progress.

Looking at this from a student journey perspective, SWAP is involved in the following:

1) Getting in

- work with college partners to market access programmes. We will also receive recommendations from organisations, such as the Scottish Refugee Council
- Advising potential students of opportunities
- Discussing options and advising students about NARIC. NARIC is a national organisation that provides an equivalence of a student's qualification to the Scottish Credit and Qualifications Framework (SCQF) - at this stage students though are often dealt with on a similar basis to all other SWAP students
- In respect of some programmes, students will require to take either a numeracy or maths test. Also at that stage students will be advised of ESOL, if required.

We will also often hear from students who have had specific advice from guidance advisers in colleges who are aware of SWAP programmes. Policy on funding is also beneficial, for example, refugee students considering nursing do not require the same residence requirements as other students.

All SWAP students are interviewed for suitability (again specific advice can be given by tutors if they are aware of the type of work to which the programme leads).

In some cases students, for example, Syrian refugees were specifically targeted where they had previous vocational experience e.g. in medicine – experience of progression however was mixed, with a small number of students.

2) Settling in

Students will begin programmes at SCQF level 5. Students will participate in induction activities, in order to integrate the class. Specific tutors are allocated to classes to provide additional assistance. College student support teams will provide additional assistance throughout the programme, and this is highlighted at an early stage.

The main issues specifically faced by refugee students can relate to the following headings, some of which are shared with all students :

- Academic levels – developing academic skills. There are students who have considerable academic skills but communication is a key difficulty with students where English is their second language.
- Cultural elements of college life – teaching and learning at college is very different from teaching and learning at school. These can often be combined with cultural elements of broader Scotland. Also has to be said that college can also have many positive elements in terms of a social hub.
- Family pressures – often relating to time able to spend on education. Often combining with work and relationships with extended family and family abroad. Issues relating to illness for example can be even more challenging.

3) Getting on – considering progression to university and HNC study at college

For certain degrees, additional elements in terms of volunteering is often a requirement, for example primary education. While time on the programme and at college can help, the development of social capital over a period of time can be challenging. This does not apply to all refugees but it is a theme. However elements of articulation and reflection of skills and competences is one that we are considering for all students. These aspects relate directly to the development of professional attributes for specific professional degrees. There can be cultural aspects of how these professional degrees are considered in different countries e.g nursing, teaching, medicine.

4) Moving on – understanding of programme provision

Some additional requirements for refugee students may be requested by the receiving institution, e.g. requirements for IELTSs as a condition for degree entry (IELTS at Level 6 is a requirement for nursing, allied health care, etc.) There are often difficulties too in respect of classification of fees for refugee students.

Transition issues for students

Decisions have to be made in respect of cases where the only units not completed in a programme are communications. Communications is a mandatory element of all SWAP programmes and progression is based on

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| | <p>completion of all units. Where the SWAP office is advised guidance is given on alternate communications support, for example through ESOL. One of our challenges is to ensure consistency of support across all college programmes</p> <p>Finance issues at universities</p> <p>Students are advised to focus on their finance at university. There are funds available for refugee students at some universities through specific bequests. Students are advised to apply for these funds.</p> |
| <p>Define the local partners with whom you currently engage e.g. employers, educational institutions, etc</p> | <ul style="list-style-type: none"> • Glasgow Kelvin College: • Glasgow Clyde College: • Glasgow Caledonian University: This university will award an Asylum Seeker Scholarship. They are also proactive in prior recognition of skills for refugees and offering enhanced support once attending. All students who hold offers can take a free English Language Proficiency Test before starting their degree. • University of Glasgow: The university offers annual financial support for 4 refugee students and 4 asylum seekers from a charitable bequest. The university will also offer guidance on degree selection and academic support. • Skills Development Scotland: SDS is the national careers service and offers employability advice as well as career planning. Each local SDS office will deal with refugees depending on settlement. It is therefore difficult to collate numbers and demographics at a local level. Refugees are often introduced to the service by third parties, e.g. local voluntary organisations, charities and formal agencies such as local authorities who will deal with support and housing. SDS refer refugees directly towards education institutions, employers and other support agencies including Citizens Advice and Jobcentre. Users may wish to seek employability advice eg improving a CV or preparing for interview. Other users may seek careers guidance and planning. • Local Authority involvement e.g. Glasgow / Argyll & Bute - UK Government introduced a strategy to resettle 20,000 Syrian refugees within a 5-year timeframe, Argyll and Bute Council began a programme of resettlement for the most vulnerable Syrian refugees in 2015. 31 families were placed on Bute. 13 families have subsequently moved from the island either to join relatives elsewhere in the UK or for employment and there are currently 18 families (76 individuals). The Refugee Resettlement Group works with all partners, stakeholders, volunteers, employers and the wider community to secure meaningful and permanent employment opportunities for refugees resettled on the Isle of Bute. Refugee Resettlement Group partners include Argyll and Bute Council services, including the Resettlement Team, Education, Housing, Communications and Business Gateway, Argyll and Bute Health and Social Care Partnership, Rothesay Joint Campus, Department of Work and Pensions, Police Scotland, Scottish Fire and Rescue, Bute Advice Centre, Fyne Homes and ACHA. |

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| | <ul style="list-style-type: none"> • NG Homes are a Housing organisation in Glasgow. Refugees will approach NG Homes for housing assistance and practical support. NG homes have an extended role in ‘community capacity building’. They offer space and funding for community-based projects. They will signpost refugees to formal agencies, community leaders and groups for social, education and employment advice. <ul style="list-style-type: none"> ○ Glasgow Afghan United was established in 2004 and operates in partnership with communities and relevant stakeholders. It is an Afghan community-led organisation seeking to improve the lives of Afghans and a wide range of ethnic minority communities living in Glasgow by promoting sport, health & well-being, social integration and active citizenship. The organisation is engaged with ethnic minorities’ groups/communities refugees and including asylum seekers from over 20 Nationalities: Afghan, Syrian, Chinese, Iranian, Pakistani, Indian Polish, Roma, Cameroon, Congo, Zambia, Jamaica, Somalia, British, Portuguese, Iraq, Nepalese, Turkish, Kurdish, and Libya. Through the vehicle of football they play an active role locally by building direct links between local disadvantaged communities, by removing barriers to inclusion. • In addition to the football-based activities GAU run the Woman’s Group, English learning café, homework clubs, education and employment support, cultural integration groups, and health and well being including various sports clubs. They also help with Citizenship applications. The Woman’s Group is keen to integrate women into the economic and social environment. Many women are keen to review their position in work, education and employment and see opportunities in Scotland as accessible and acceptable, differing from previous experience in their home country. The women are encouraged and supported in English language learning, obtaining a driving licence, building skills, participating in health and wellbeing activities and in wider community integration • Scottish Refugee Council. Scottish Refugee Council are a charity who work with anyone requiring refugee protection. They provide information, support and advocate on behalf of refugees. They deliver an employability project for refugees with right to work. They also assist Scottish Government in the implementation of the new scots 2018 – 2022 strategy. Education is one key element. The SRC will refer students to SWAP and College programmes. SWAP have also assisted at coffee morning events providing guidance to refugees. • Learn ESOL Glasgow. Partnership of the 3 colleges in Glasgow and other ESOL providers. While it works with a broader range of candidates than refugees, it is a main source for ESOL provision. The register ensures students have access to ESOL on a local basis and that providers are coordinating ESOL activity. |
| <p>Give data relating to numbers of the target group in your local area</p> | <p>There are around 5,500 refugees in the Glasgow area. SWAP will enrol circa 50 refugee students onto programmes. Students will study SWAP Access to nursing, science, humanities, allied health and medical science programmes. For the project we are working with 2 Glasgow colleges Glasgow Clyde and Glasgow Kelvin. They recruit the majority of refugees students. For the last 3 years and looking at target groups of the project enrolments are as follows:</p> |

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| | <p>2017 – 2018: 25 enrolments.</p> <p>2018 – 2019: 39 enrolments</p> <p>2019 – 2020: 29 enrolments (due to the involvement in the project we have added a specific question on residence status).</p> <p>It is a small group of students and we are am therefore cautious about looking at benchmarking trends. However, there are some interesting observations to be made.</p> <ol style="list-style-type: none"> 1) There are more males than females: c 60:40 gender male to female. This compares with 28:72 across all SWAP programmes. 2) Refugee students do come with higher qualifications, which reflects the relaxation in criteria we have with refugee students. 3) Completion stats are still a small number in comparison with SWAP total. Students completing and progressing to university is similar, and slightly higher than the partnership benchmark (65% - but that may just be due to nature of programmes, the rate is 60 – 65% on other SWAP programmes). Progression to HNC is less and this may reflect students who struggle with the communications. 4) Very high numbers of refugees are living in areas of social and economic deprivation, for example, the African contingent in 2018/2019, 23 out of 27 students resided in the most deprived 20%. 5) This group is far less likely to disclose a disability. We have disclosure of 15% across programmes, but very few disclose within the target group. 6) While they have a higher rate of qualifications, prior employment is similar to SWAP students in terms of level and types of employment, for example carers, part time, working in service industries 7) Students progressing to University are mainly progressing to University of Glasgow and Glasgow Caledonian University |
| <p>Give examples of numbers achieving language level B1 or local equivalent and progression to vocational work or further study</p> | <p>From the analysis of the cohort above. Completion rate on programme is circa 65%. This does vary slightly between different programmes. Our Glasgow programmes are also specialist programmes and include some of our more challenging programmes, for example STEM, medical studies and radiography. Incorporated in all programmes are communications to SCQF level 6. Students completing to the level are progressing to degree study.</p> <p>Issues have arisen specifically in and around communications, especially in the period 2018 – 2019. Higher proportion of students were not completing due to their communciation level. For us a small number of students but within the target group was significant. Less refugee students have been recruited in 2019, as tutors were advised in enrolments for 2019, to ensure students were at an appropriate ESOL level prior to progression to a SWAP programme.</p> |

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| <p>Give an outline of guidance work already undertaken with this target group</p> | <p>The SWAPWest office will provide guidance for students by telephone and online, specifically discussing with students appropriate education options prior to progressing to a programme or other education options. We provide guidance at this early point to approx. 700 potential students a year. We don't ask about refugee status specifically but will discuss ESOL options with a student.</p> <p>For the target group at college: refugee students will be treated the same as all students. On application, colleges will provide alternative options if SWAP programme is not considered the most appropriate route. Often students at this stage will be advised to progress to ESOL provision prior to the programme. All SWAP students are interviewed and this may be discussed with applicants at the interview stage.</p> <p>Once a student is enrolled on a programme they will require to participate in and complete preparation for higher education. This is a guidance unit that is included in all SWAP programmes, asking students to reflect on their skills, assist in preparation of their applications to college and university and develop their academic skills. Examples of our reflective skills development are given in Taking Stock 1,2 and 3.</p> <p>In addition, students, if they require specific assistance, can request this from the college. This will include student support and guidance on a wide range of personal aspects. Students are also advised to participate in additional classes to assist in their academic work, for example drop in classes to improve their academic work in sciences, numeracy or communication. There is often though a reluctance to ask for help until it is too late.</p> <p>All SWAP programmes have an identified tutor who will discuss the student's academic and personal development. All SWAP students on completion of their programme are profiled. Progression to university degree study is therefore reliant on their profile and academic development.</p> |
| <p>Give examples of skills audits already used by these partners for this target group (attach additional documents if necessary)</p> | <p>Taking Stock 1, 2 and 3, which ask students to consider their skills on commencing a programme. When they begin their application to university and near the end of the programme when they are considering their final progression options.</p> <p>The student profile considers a student's communication skills and ability as a learner. This is completed by all college partners for students at the finish of a programme, and where a student is progressing to University degree study. We have also attached an example from one of the stakeholders Argyll and Bute Council.</p> <p>Appendix V is the Argyll and Bute Council audit, Appendix VI is Taking Stock 1, 2 and 3.</p> |

Appendix III

FETI Statistical Summary

| | Service Senter, Oslo | Engim Piemonte Associazione, Italy | Istanbul University, Turkey | SWAPWest, Scotland |
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| Numbers of Target Group in Local Area | 235,476 (all refugees) 2087 in primary education. 2119 on introduction programme) | 5,255,500 (8.7% of the population). In Piedmont, 427,911: 54,515 from Morocco; 12,638 from Nigeria In Turin, 117,979 c26,000 from Morocco; a small number from Egypt. | 480,077 (Syrians – designated temporary protection order status) in Turkey. In Istanbul University, 3034 (152 Afghan, 70 Palestinian, 114 Iraqi, 396 Iranian, 3 Israeli, 2 Kuwaiti, 12 Lebanese, 167 Egyptian, 2012 Syrian, 18 Saudi Arabian, 2 Omani, 31 Jordanian, 55 Yemeni) 17 Egyptian and 356 Syrian with TPO (373 total). | In Glasgow, 5,500 (African and Middle Eastern origin) (approx. 50 p.a. on SWAPWest programmes) |

| | Service Senter, Oslo | Engim Piemonte Associazione, Italy | Istanbul University, Turkey | SWAPWest, Scotland |
|---|---|--|--|---|
| Numbers achieving language level B1 or progressing to vocational work or further study | <p>3% on Track 1</p> <p>11% on Track 2</p> <p>32.4% on Track 3</p> <p>15% on Track 1 from Middle East at A2</p> <p>16% on Track 1 from Somalia at A2</p> <p>c60% in work or education after 5 years</p> | <p>Most centre users have B1 in Italian and have been unaccompanied minors who have attended school in Italy or who have been in Italy for 10 years or more and are ready to apply for Italian citizenship, therefore there are no definitive figures.</p> | <p>40 -50% at B1 (intensive course) at Istanbul University</p> <p>25% at B1 at WESREF-IU Project</p> <p>356 Syrians (2019/20) Istanbul University transfers</p> <p>17 Egyptian (2019/20) Istanbul University transfers</p> <p>Approx 60% success</p> | <p>Students who have completed Communications on the SWAP programme. Analysing academic years 2017 /18 and 2018 /2019, these are on average 60 - 65%.</p> <p>For 2017/18 – 16 students completed</p> <p>For 2019/19 – 23 students</p> |

Appendix IV

Audit Process, example from ENGIM

What an audit should cover

Skills audits should be done regularly because migrants skills and experience will change fast, and our office will be able to respond more quickly to their needs.

- personal data;
- documentary situation (passport, type of residence permit, identity card, access to the health service, tax code, etc.);
- language skills;
- professional backgrounds;
- set the strategy and oversee its implementation;
- ensure that the needs of our organisation's beneficiaries are put first;

From the skills audit all the actions to be taken with the migrant start: we understand who they are, where they come from and what the most urgent needs are.

How we do a skills audit: our skills audit template

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| Who will lead the skill audit | <i>Name</i> | <i>Comments</i> |
| Who will be involved in the process | <i>Name(s)</i> | <i>Comments</i> |
| What are our resources? | | |
| Timescales | | |
| | | |
| Meet with migrants/foreigners | | |

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| and review/talk about their: personal data, documents, backgrounds, needs and expectations, language skills, professional backgrounds, personal life etc. | |
| Evaluation | |
| Set a strategy that can respond to the needs expressed | |
| Entering the data of the person interviewed in our database and exchanging contacts: telephone number and email to keep in touch | |

Appendix V

Skills Audit example from Argyll and Bute Council, Scotland

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------------|---|---|---|---|---|---|---|---|---|---|----|
| Readiness | | | | | | | | | | | |
| Skills | | | | | | | | | | | |
| Communication Skills | | | | | | | | | | | |
| English language | | | | | | | | | | | |
| Work Experience | | | | | | | | | | | |
| Job Application | | | | | | | | | | | |
| Interview Preparation | | | | | | | | | | | |
| Digital Skills | | | | | | | | | | | |
| Employment | | | | | | | | | | | |
| Support | | | | | | | | | | | |

0 = not ready/happy/confident/prepared/motivated 10 =very ready/happy/confident/prepared/motivated

Readiness

How ready for volunteering/work/training do you feel? Ten you are very ready, Zero not at all

You rated this a.....? Tell me about this.

If you were a – one above current score - what would you be doing?

What do you need to do to feel get there?

Who can help you with this?

What is the first smallest step?

Skills

How confident are you that you have the skills for work? Ten you are very confident Zero not at all

You rated this a.....? Tell me about this.

If you were a – one above current score- what would you be doing?

What do you need to do to get there?

Who can help you with this?

What is the first smallest step?

Communication Skills

How happy are you about understanding and being understood in English in the workplace? Ten you are very happy, Zero not at all

You rated this a.....? Tell me about this.

If you were a – one above current score- what would you be doing?

What do you need to do to get there? Who can help you with this?

What is your first smallest step?

English Language

How confident are you that your reading and writing in English are good enough for work? Ten you are very confident, Zero not at all
You rated this a.....? Tell me about this.

If you were a – one above current score- how would you feel?

What do you need to do to get there?

What are the ways you can do this?

Who can help you with this?

What is your first smallest step?

Work Experience

How much do you think a volunteering, work experience or a coaching/ mentoring opportunity will help you into work? Ten very much, Zero not at all
You rated this a.....? Tell me about this.

If you were a – one above current score- what would you be doing?

What type of work are you looking for?

Do could you increase your skills for work? How are you going to go about this? Who can help you with this?

What is your first smallest step?

Job Application

How confident are you about applying for a job? Ten you are very confident, Zero not at all
You rated this a.....? Tell me about this.

If you were a – one above current score- what would you be doing?

What do you need to do to get there? How you are you going to do this? What do you need most help with? Who can help you with this?

What is your first smallest step?

Interview Preparation

How confident are you about an interview for college/volunteering/job? Ten you are very confident, Zero not at all

You rated this a.....? Tell me about this.

If you were a – one above current score- how would you feel?

How can you improve this? What steps do you need to take? Who do you think can help you with this?

What is your first smallest step?

Digital Skills

How happy are you that you have the computer skills to look and apply for jobs? Is this the same for a job you would do? Ten you are very happy, Zero not at all

You rated this a.....? Tell me about this.

If you were a – one above current score- how would you feel?

How can you improve this? What steps do you need to take? Who can help you with this?

What is your first smallest step?

Employment

How motivated are you to look for volunteering/work/college? Ten you are very motivated, Zero not at all

You rated this a.....? Tell me about this

If you were a – one above current score- what would you be doing?

What steps do you need to take? Who can help you with this?

What is your first smallest step?

Support

How much support do you feel you need to move into volunteering/coaching or mentoring opportunity/work? Ten you need a lot of support, Zero you do not

You rated this a....? Tell me about this

If you were a – one above the current score- how would you feel?

How can you improve this? What steps do you need to take? Who can help you with this?

What is your first smallest step?

Recap main points

Now you have your CV, recognising your skills and experiences, we are going to develop your employability plan.

Go through this twice – once to get the scores and the second time to recap the score and ask the questions. Allow individuals to change their score if they want to – often people will change once they have a think about it. Look at each score and the answers. From the answers, what is the first small step you need to take to improve – then say each heading. Then move through medium and long term. If get stuck on the longer term, leave blank.

This plan will be reviewed in 6 months – we then go through the same process again, recapping as you go their original score

Having gone through your plan, we will help you regularly update your CV

Individuals only get a copy of their Employability Plan – the scoring sheet and the answers to the questions are held securely by the Support team until the review.

Appendix VI

Skills Audit examples from SWAP Preparation for Higher Education (Prep for HE). Taking stock workbooks

The Taking Stock Workbooks are part of SWAP's Preparation for Higher Education and are designed to help you make the right decisions about your future, particularly your educational future.

You've enrolled on a SWAP programme so you already have some idea of where you'd like to be in the future and have made a big commitment to get yourself there. You may have a clear idea of how you want to spend the rest of your working life and how you can improve your opportunities through education. Or you may see your SWAP programme not only as providing a route to Higher Education but also as giving you the thinking space to make some big decisions about the direction in which you'd like your life to go. Whatever your situation, it's always useful to stop from time to time, reflect on where you are and what you've achieved and put plans in place to move you on to your next goal.

Take your time to work through all the Taking Stock exercises. Your tutor will give you guidance.

There are three parts to 'Taking Stock'

PART ONE 'My Skills So Far – An Introduction to Core Skills'

Helps you reflect on the skills and qualities you already have. It will also help you identify areas in which you could improve.

PART TWO 'Making Progress'

Helps you decide what Higher Education route you want to take.

PART THREE 'Achieving Your Goal'

Helps you work out what you still have to do to make sure you are ready to progress to Higher Education after your SWAP programme.

This booklet is PART ONE of the series. You should complete this section within the first month of beginning your SWAP programme. Be honest with yourself as you do the exercises – it's your future!

EXERCISE ONE

Write down **four or five examples** where you have had **success in recent years**. These can be successes at work, in your personal life, in your community or elsewhere. For example, perhaps you counselled a friend through a personal crisis. Maybe you quit smoking or improved your fitness. Perhaps you were recognised at work for good performance. Write your examples below:

1.....

2.....

3.....

4.....

5.....

Now read through the examples you have chosen. **Do they have anything in common?** For example, they might all show you are good with people, or you have an aptitude for problem solving or you have a practical approach to tasks.

What is the common feature for you?

.....

.....

.....

.....

Another way of doing this exercise is to work with a partner. Write down four or five successes and ask the other person if they can see any common thread. You can discuss this rather than writing it down.

EXERCISE TWO

Now think about the common threads identified in the last exercise and **write down three or four skills or qualities you possess** that will stand you in good stead for pursuing your goal. One of these may be the 'common feature' identified above.

For example, if your aim is to become a teacher, what skills do you possess that align with those of a good teacher? If you plan on a career in biological sciences, what qualities or skills does a good scientist need that you have?

1.....

.....

2.....

.....

3.....

.....

4.....

.....

EXERCISE THREE

You have now identified a number of strengths or skills you possess. The key to success is learning to build on them and finding ways of improving areas where you are not so skilled.

Try this exercise for one of the most important skills – **communication**.
Tick the one which most closely fits how you see yourself. Be honest!

| | Always | Sometimes | Seldom |
|---|--------|-----------|--------|
| I am a good listener | | | |
| I am a confident speaker | | | |
| I am a fast reader | | | |
| I prepare carefully | | | |
| I write clearly | | | |
| I check all written work carefully | | | |
| I make sure I understand what is said to me | | | |
| I think before I act on information | | | |

Now add up your score: 5 for each 'always'

3 for each 'sometimes'

1 for each 'seldom'

Turn to the next page to check your results.

Exercise Three: Results

- If you scored 30–40 you have strong communication skills
- If you scored 20–29 your communication skills are about average
- If you scored below 19 then you may need to concentrate on developing your communication skills

Don't take the results of this exercise *too* seriously, but do take a moment to reflect upon your answers. **All aspects of communication are important.** If you have strengths in one area but another area needs a bit of development, now is a good time to work on it when you are in the supportive environment of a college and you can access loads of extra help.

Core Skills

Besides communication, there are **other Core Skills** which are necessary as a good foundation to progress in education. They are:

Numeracy

Numeracy skills are necessary for coping with the demands of everyday life, including work and study; people need to be comfortable with numbers, and with graphs, symbols, diagrams and calculators.

Problem Solving

Problem Solving develops the skills needed for tackling issues and problems in personal, social, vocational and occupational contexts.

Working with Others

Working with Others develops the skills needed to co-operate with others in learning and working situations to identify and achieve shared goals.

Information Technology

Information and Communication Technology focuses on the ability to use IT to process information in ways that will be useful in work and in the home.

EXERCISE FOUR

Try answering these questions for the other **Core Skills**. Answer as honestly as you can for each one. Tick the one you think describes your current ability.

| Core Skill | Needs Improvement | Good |
|------------------------|--------------------------|-------------|
| Numeracy | | |
| Problem Solving | | |
| Working with Others | | |
| Information Technology | | |

Now rate all those you ticked as 'Good' on a scale of 1–5 (5 being excellent).

| CORE SKILL | RATING 1-5 |
|-------------------|-------------------|
| | |
| | |
| | |
| | |

Even if you rated all of your skills as 'good', the actual mark you award yourself may indicate where you could improve.

Finally, try **ranking** your Core Skills. The one you rank as the lowest could indicate a starting point for further developing your Core Skills.

1.

2.

3.

4.

5.

Everyone has Core Skills to a greater or lesser degree. The important thing is to recognise where your strengths and your weaknesses lie and to seek improvement.

Developing Core Skills

If you have recognised the need to work on improving one or more of your Core Skills, there's no time like the present to get started. Remember, don't wait until things get on top of you before you ask for help. Use the support available from your college right away. College learning support services are *your* services and are there for you to access from day one. You can make a plan for taking action using the form on the next page.

Support for Disabilities

It is especially important to access support early on if you think you have a disability of any kind. Every college has disability support staff who are trained to assess and support people with disabilities. You may be entitled to special allowances to

compensate for your disability and it is far better to get access to help at the beginning, rather than after you begin to have difficulties.

Documenting completion of the Prep for HE unit

Completion of the Preparation for Higher Education unit is a requirement of the SWAP programme. Remember to keep a copy of your completed Preparation for Higher Education exercises in a folder or binder which may be checked by your college tutor or SWAP to provide evidence that you have completed the unit.

Alternatively, you can use online tools to evidence your work. SWAP or your college will provide you with details. This can be really useful as you will be able to take an e-portfolio of your Prep for HE work with you to university.

Action Steps

Now that you have taken stock of your core skills and you have a clearer idea where your strengths and weaknesses lie, what steps are you going to take to make improvements?

Complete the fields below to help set your goals around core skills and the steps you plan to take you there.

I want to improve my _____
(Ex: Communication, Numeracy, Working with others, I.T. or Problem Solving)

Specifically, I need to work on _____

The actions I will take to achieve this are:

1.

2.

3.

For example:

I want to improve my Numeracy Skills
(Ex: Communication, Numeracy, Working with others, I.T. or Problem Solving)

Specifically, I need to work on Maths, especially working with fractions

The actions I will take to achieve this are:

1. *Make an appointment with the Learning Support Office at college*

2. *Let my college teacher(s) know that I am getting extra help with this*

3. *Complete all exercises set for me by*

Taking Stock Part 2

The Taking Stock workbooks are part of SWAP's Preparation for Higher Education and are designed to help you make the right decisions about your future, particularly your educational future.

You may be someone who left school early, or who was working for some time. Perhaps you enrolled on a SWAP programme because you wanted to re-assess your priorities and decide how to spend the rest of your working life, improving your opportunities through education. Now, with the first part of the SWAP year behind you, it is time to make some choices.

There are three parts to 'TAKING STOCK':

PART ONE 'My Skills So Far – An Introduction to Core Skills'

Helps you reflect on the skills and qualities you already have. It will also help you identify areas in which you could improve. You will have completed Part One at the beginning of the academic year.

PART TWO 'Making Progress'

Helps you decide what Higher Education route you want to take.

PART THREE 'Achieving Your Goal'

Helps you work out what you still have to do to make sure you are ready to progress to Higher Education after your SWAP programme. You will complete this section at the very end of the academic year.

Take your time to work through all the exercises appropriate to your circumstances. Your tutor will give you guidance.

Be honest with yourself as you do the exercises – It's your future that you're planning. Thinking carefully and answering honestly is the best way to ensure that you are making the best choices for you.

At this stage in your SWAP programme you will be asked to consider carefully what you want to do after you have completed your SWAP Access programme at college.

Your choice will fall into one of two broad categories:

- application to a university for a degree
- application to your own (or another college) to enrol on an HNC or HND course, perhaps as a step towards a degree or to gain a qualification for employment

While the choice will largely be yours, there are a number of factors you must consider.

Progressing to university is only **one step** in the process. You must make sure you have the skills and aptitude for this level of study so that you may succeed and complete your degree course. In order to do that, you must first understand exactly what will be required, and assess your own abilities against those benchmarks.

The following exercises will help you determine your suitability for a degree programme at this stage. Everyone working with you on the SWAP programme wants to help you – not only to enter university, but to stay there and complete your degree.

EXERCISE ONE

This exercise will help you assess your strengths and weaknesses.

One of the features of a SWAP programme is the breadth of subjects you are asked to study. This allows you to 'try out' subjects you know little about while upgrading your skills in the core subjects.

Make a list below of **five subjects** you have studied so far in your SWAP programme. Then rank them as asked.

For example, one such subject may be History, in which your interest may be "low", but you may be scoring well in assessments, so your ability is "good" or "very good".

| SUBJECT | MY INTEREST (High, Neutral or Low) | MY ABILITY (Poor, Good or Very Good) |
|----------------|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Reviewing your progress to date

Look again at the list above and how you have rated the subjects. You may find that, on the whole, you are good at those subjects in which you have an interest. This is important because it will help shape your thinking about what choices you will make.

The SWAP year (as you will already have discovered) is very short and you must take time to think carefully about what you will do at the end of your programme. Consider the subjects that you have rated as being of high interest in which you have a very good ability and think about the courses that are available to you that match these subjects.

EXERCISE TWO

Give the following statements a score on the scale :
(1 = strongly disagree and 5 = strongly agree)

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I can cope with the course work | | | | | |
| I can meet assignment deadlines | | | | | |
| I learn from tutor feedback | | | | | |
| I have a clear idea about what I want to do next | | | | | |

Now add up your scores. If you have a high score (maximum 20) then you are making good progress. If your score is low (minimum 4) then there are some things you need to think about very carefully if you are aiming to go straight to university from your SWAP programme. Only by making an honest assessment of how you're coping now can you make the best decision for your next steps in education.

If you do not yet feel ready to progress to university, don't despair. You may find that you will grow in confidence in the next few months and everything will start to come together. On the other hand, you may feel that you would be more comfortable progressing to an HNC or HND programme before ultimately progressing to a university degree course. Either of these progression routes is a step in the right direction, but only you can decide which way will be better for you.

Even if you feel at this stage that you would prefer to progress to HNC or HND, it may be worthwhile submitting an application to university anyway. If you apply and receive offers, you can always decline them later, once you've firmly decided on staying in college. However, if you don't apply and then decide after the UCAS deadline that you'd like to go to university, it would be too late then to secure a place.

It might be useful at this stage to make an appointment to see your tutor or a member of the college guidance team to discuss your options.

Qualities needed to succeed in Higher Education

It's tempting to think that success at university is only a matter of doing well on the SWAP programme. **But there's more to it than academic ability!**

EXERCISE THREE

Give yourself a score for the following qualities, i.e. for the first one, if you are always punctual you would score 1 and if you are always late, you would score 5. If you are somewhere in between you would score 3. No one needs to see your answers but you, so be completely honest with yourself.

| | 1 | 2 | 3 | 4 | 5 | |
|---------------------------------|---|---|---|---|---|------------------------|
| PUNCTUAL | | | | | | ALWAYS LATE |
| ORGANISED | | | | | | DISORGANISED |
| MOTIVATED | | | | | | UNENTHUSIASTIC |
| CALM | | | | | | LIABLE TO WORRY |
| DECISIVE | | | | | | INDECISIVE |
| SELF-DISCIPLINED | | | | | | UNDISCIPLINED |
| WILLING TO LEARN FROM CRITICISM | | | | | | UNHAPPY WITH CRITICISM |
| SELF-RELIANT | | | | | | RELIANT ON OTHERS |

Add up your score. A score of less than 20 is a great sign; it indicates that you possess the qualities necessary for success in Higher Education. A score of 30+ is a warning, as a tendency to be disorganised, undisciplined and resistant to criticism is likely to make university study very difficult for you. Most people will fall somewhere in the middle.

The number of students at university is much greater than at college and because of this university staff, although willing to help, do not have as much time to spend with each student as they would at college. Therefore, you will have to be much more independent, self-disciplined, motivated and organised if you want to be successful and complete your degree course.

Would you be able to **demonstrate** (give specific examples to prove) that you have—or can develop—the qualities listed in the column on the left? Any areas where you scored 4 or 5 should be addressed. Ask your tutor for guidance on how to improve. Take action now!

Researching universities and degree programmes

You will be given guidance on this in college but there are a number of areas you should investigate for yourself. On the next few pages you will find some exercises to help you think about which university to choose. Firstly, you will find some guidance on SWAP's progression routes to university courses.

Progression Routes

Unless you are a student whose SWAP programme progresses straight to a specific degree or diploma (e.g. nursing, medicine, etc.), now is the time when you will need to have a close look at the SWAP progression routes and make some decisions about exactly what you would like to study.

A progression route is a degree course to which your programme provides an entrance qualification. These have been agreed with the university subject to the conditions specified. You will receive a copy of the progression routes from your tutor.

Perhaps you've always had a subject in mind, perhaps you've no idea what you'd like to go on to study. Whatever your situation, when your tutor gives you the list of progression routes, please read these pointers and do some research online or by visiting the departments or talking to present students before you make your final choices.

Profile grades for Access to Humanities

Always choose courses that have a **range of specified profile grades**. If your first choice requires ABB, make sure that your second requires lower grades, e.g. BBB. It's no use applying for five courses that have exactly the same requirements, because if

you don't achieve the profile grades required for one, you won't have the profile grades for any of them. **Make sure** that your selection of university courses have a range of specified profile grades.

Different courses at the same institution

Although you **may** apply to study on different courses at the same institution, it is important to be aware that some universities may make the exact same offer for different courses that are grouped together in a single "faculty" or "college," so applying to more than one course within that group will result in exactly the same offer from the university (and if you miss the mark for one, you would miss the mark for all).

Applying to a Faculty or "College" within a university

With some institutions, you will see progression routes not for a particular course, but to a general group of subjects (referred to as a faculty or "college"). This does not mean you have a limited choice. It's the opposite, in fact.

For example, a "College of Arts" (within a university) could house many different departments ranging from Archaeology to Italian to Theology. A "Faculty of Science" could house departments ranging from Biological Sciences to Earth Sciences to Computing Science to Physics.

Have a closer look at each institution's website for details of courses within a faculty that might interest you.

Courses outside the Progression Routes

The SWAP learner agreement that you sign at the beginning of term only relates to progression routes agreed by the partnership. If you want to apply for a degree outwith the progression routes then you must contact the SWAP office. We will check if the university will accept the SWAP programme and on what conditions.

We cannot fulfil the conditions of your learner agreement if we have not checked the position for you before you submit your UCAS application.

Higher Education Institutions outside the West of Scotland

We do not have progression agreements with institutions outside the West of Scotland.

If you wish to apply to a university outside the partnership, you must contact the SWAP office before you submit your UCAS application. If you do not, we will be unable to fulfil the conditions of your learner agreement.

Careers

Now is a good time to **research future careers**. It's always advisable to have an idea of where a particular degree course may lead you. Some university web sites list the careers that their graduates go into after having studied a particular degree.

If you have a career in mind, have a look at the Skills Development Scotland website: www.myworldofwork.co.uk or graduate information sites (such as www.prospects.ac.uk) to see what course you would be best to study in order to get there.

SAMPLE Progression route: Access to Humanities – **PLEASE NOTE: This is a sample for illustration purposes only.**

| University Name | Course | Profile | Designated Units For Progression | Additional Information | Contact |
|-----------------|------------------------------|---------------|----------------------------------|--|---|
| | BA (Business School) | | | No formal agreement | Ms. Elizabeth Example 0141 555 5555 email@universityname.ac.uk |
| | Social Sciences/Arts | BBB | | | Dr. Richard Representative 0141 333 3333 email@universityname.ac.uk |
| | BEd (Hons) Primary Education | ABB | | Limited Places: interview | Dr. Sarah Sample 0141 777 7777 email@universityname.ac.uk |
| | Degree in Social Work | ABB Preferred | | Limited Places. Some relevant experience required: preference for candidates with above 6 months in direct service provider role. Application by 15 th January. | Mr. Mark Model 0141 888 8888 email@universityname.ac.uk |

Note here that there are progression routes to Social Sciences and Arts. Check the prospectus to see the wide range of courses within the Social Sciences and Arts faculty. (You are not limited to only a Social Science or an Art degree)

This column tells you what profile grades you will need to obtain.

If there are any particular units needed for entry (other than your core units of maths, comms and IT) it will be mentioned here

Additional information will be listed here, such as if places are limited, if an interview or relevant experience is required

If you need further information the names and contact details of the relevant people will be listed here.

SAMPLE Progression route for Access to Science – **PLEASE NOTE: This is a sample for illustration purposes only.**

| University name appears here | Course | Profile | Designated Units For Progression | Additional Information | Contact |
|-------------------------------------|---------------------------------------|-------------------------------------|---|-------------------------------|---------------------------|
| | Engineering and Design | | | | |
| | BEng Civil Engineering | Successful Profile | Require equivalent of Higher Maths | | John Doe 0800 000 5555 |
| | BEng Mechanical Engineering | Successful Profile | Requires equivalent of Higher Maths | | John Doe 0800 000 5555 |
| | BEng Design with Option | Successful Profile | Requires equivalent of Higher Maths | | John Doe 0800 000 5555 |
| | BEng Product Design & Development | Successful Profile | Requires equivalent of Higher Maths | | John Doe 0800 000 5555 |
| | Science | | | | |
| | Science Degrees | Successful Profile | Requires equivalent of Higher Maths | | Jane Smith 0800 000 10000 |
| | BSc Science Faculty including Biology | Successful Profile | | | Jane Smith 0800 000 10000 |
| | Computing | | | | |
| BSc Computing Science | Successful Profile | Requires equivalent of Higher Maths | | David Jones 0800 000 1000 | |
| BSc Information Technology | Successful Profile | | | David Jones 0800 000 1000 | |

Note the progression routes to specific courses or to a faculty, within which there will be a wide variety of courses to choose from.

Profile for science students is a 'pass' completed by your tutors at the end of the year

Note that some courses require additional maths. See your tutor about this for guidance.

This is the space where any additional information would be noted down, such as whether there were limited places or if an interview was required.

Names and numbers of contacts at the institution will be supplied here.

Researching a Course:

It is important that you find out as much as you can about the course(s) you are currently considering.

EXERCISE

Make a list below of the things you need to find out (directly related to the subject you are interested in.)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

There are some suggestions on the next page, though you may have some of your own.

Suggestions for areas to investigate which are directly related to the degree course(s) you are interested in include:

Which university is best?

There is no 'best' university. Each university in the SWAP Consortium has particular strengths. Much depends on the degree course you wish to do and how you want to study. Your choice may be influenced by a number of factors including accessibility. Take some time to explore department pages on the relevant university web sites to learn as much as you can about it.

Does the size of the university matter?

Not at all! In a big university the classes can seem huge but you spend a lot of your time in smaller groups or learning on your own. And if you choose a particular subject (in the area of Agriculture, for example) the classes will of necessity be small because there is so much practical work.

What are my chances of employment at the end of my degree?

Much depends on the degree course you choose. Some have a high work experience element; others are specific in the intended career route. Many are degrees where you are laying the foundation for future employment and may want to do further study at the end of your first degree or may have specific training offered by your employer. This is why you must spend time on researching the options before you decide.

How many other students will be on the same course?

You can get some information on this from your tutor in college or from the university itself. Some subjects, especially in first year, are very popular and the classes will be large. While a small number in the class should not be the only reason for your choice, you have to consider where you will thrive best.

Should I do an HNC/D first?

Some students opt for an HNC/D before progressing to university. There can be very good reasons for this. HNC/Ds can sometimes articulate to the 2nd or 3rd year of a degree course. Check with your college and your preferred university that there is an articulation agreement in place.

Personal Considerations

While you obviously want to make sure you choose the right course and the appropriate university for you, you may have to consider a number of personal factors before you make your final decision.

EXERCISE

Make a list of the personal factors you have to consider when making your choice. You could also include a list of questions you may wish to ask on a visit to your chosen university/universities. The answers to your questions may help you make your final decision. Remember, each student has a different set of personal circumstances so the suggestions on the following page are a guideline only.

- 1.....
.....
- 2.....
.....
- 3.....
.....
- 4.....
.....
- 5.....
.....
- 6.....
.....
- 7.....
.....
- 8.....
.....

Areas you may want to investigate include:

Are there any childcare arrangements?

Most colleges have childcare arrangements but this provision is not as extensive at some universities. If you require childcare you must find out what arrangements you can make as early as possible. Places are often limited and allocated on a 'first come' basis. In any event you must also arrange for an alternative system in case your child is ill and cannot attend nursery or school.

At what time do the lectures start (for the subjects you have chosen)?

This is very important question (and decision), especially if you have commitments such as getting children to school or helping with elderly parents. Try to balance your choice of subjects with the other commitments you have. Just 'hoping for the best' will not work. You may contact the university department that you're planning to join and ask for an example first-year syllabus or student handbook. Some university web sites also offer information like this as a free download from departmental pages.

How do I get financial help?

Think very carefully about the cost implications of a university course, but don't panic. You will find that the Students Awards Agency for Scotland (SAAS), the Student Loans Company (SLC) and other institutions are very well equipped to help you navigate the sometimes tricky financial path of the full-time student. In addition, if anything unexpected happens during your time at university, consult your tutor or advisor of studies immediately. There are various forms of short term financial support which can help you get through a difficult time.

What if I have a condition which affects my learning?

Make you tutor aware of any difficulties you have prior to your entry to university. Your college tutor will give you guidance on this.

What should I do if I am having personal or academic problems?

Every university has a support system: specialists who can advise you on personal/academic matters. Make sure you know where to get this help – hopefully you will not have to make use of it but just being aware that it is there and how to access it can help you remain calm in times of crisis.

Making your Final Decision

Once you have worked through all the exercises in this booklet, you should be able to **make a list of those issues which concern you directly** and decide which you can resolve and which require some external help. Do not let any difficult issues drift; take action! **Success in higher education is as much about organising your life as it is about organising your course work.** Try the exercise below and then read the information on the next page.

EXERCISE

| Issue or Concern | Resolved | To be resolved (steps to take) |
|------------------|----------|-----------------------------------|
| | | |
| | | |
| | | |
| | | |

Covering all Options

The exercise on the previous page should have given you some indication about **how prepared you are** to progress to university. If you have a high number of unresolved issues, try to resolve them as quickly as you can and certainly before you submit your UCAS form.

Guidance and help are available in college – **make an appointment** if you have any concerns about your ability to cope with higher education, whether this is on an academic or a personal level.

Many students are successful by choosing to go through the HNC/D route. This can be a prelude to a full-time course at university but there are also many part-time degree options available after you complete an HNC/D.

Remember – it's your life and your choice. No one can make that final decision except you.

Taking Stock 3

The Taking Stock workbooks are part of SWAP's Preparation for Higher Education and are designed to help you make the right decisions about your future, particularly your educational future.

There are three parts to 'Taking Stock':

PART ONE 'My Skills So Far – An Introduction to Core Skills'

PART TWO 'Making Progress'

and this booklet:

PART THREE 'Achieving Your Goal'

You may have used Part One to help you reflect on the skills and qualities you already have and you should have used Part Two to help you make decisions about which Higher Education route to take.

It is now up to you. This booklet, Part Three, will help you bridge the gap between college and university.

Each university is different, so many of the exercises in this booklet will be 'signposting' exercises. It will be up to you to find out the answers either by contacting the university or getting information from the prospectus or website.

Remember that each university has an Association which provides a wide range of services for its students, and many universities have a special association for mature students or adult returners. Do not hesitate to contact them – they can be of great help, especially in the early days.

In the Beginning

By making sure all is well at the beginning you can get off to a good start and be more able to cope with any difficulties should they arise.

Ensure that you have organised the following (if applicable):

- ✓Where you are going to study

- ✓Your chosen course

- ✓Childcare

- ✓Other care arrangements

- ✓Finances

- ✓Travel or accommodation

Once these are in place, you can concentrate on and enjoy the academic work you will have to do.

The Summer Months

There will be a tremendous sense of relief when you finish your SWAP programme. Some of those in your class may be joining you at university, but it is unlikely they will all be doing the same degree (unless you are enrolling on the Primary Education degree, for example).

If you have gone through all the booklets in your Preparation for HE programme as well as been on some university visits, you will have a good idea about what will happen once you reach university.

Even so, it may be worthwhile refreshing your memory.

The First Week

The first week of first year (sometimes called 'Freshers' Week', 'Induction Week' or 'Orientation Week') is your chance to find out about everything the university has to offer, from sports facilities, IT suites and places to eat to student clubs and societies and how to use the library.

But there is much you can do to prepare yourself before the first week of term. Start with the exercise on the next page.

EXERCISE

What do you understand by the following?

LECTURE.....

TUTORIAL.....

SEMINAR.....

MATRICULATION.....

ADVISER/DIRECTOR OF
STUDIES.....

TUTOR.....

FACULTY.....

REGISTRY.....

TERM OR
SEMESTER.....

There are some suggested answers for this exercise on the next page.

LECTURE

A presentation to a large number of students (note the word 'large'!) by an academic member of staff. This is one of the changes you will have to become used to – the far greater number of students in your class. These are usually held in large lecture theatres and consist of mostly one-way communication from the lecturer to you. Lectures are usually offered 3-5 times per (per subject/class). They normally last around 50 minutes but in some cases may be longer.

TUTORIAL

In a tutorial, small groups of students meet regularly to work through a subject with guidance from a tutor. Students are required to do the readings beforehand and should be able to express opinions and contribute to discussions. This is a way of helping students to have greater understanding of a subject. The tutor who leads the group is sometimes a post-graduate student. Tutorials are usually scheduled once per week (per subject/class) but may be less frequent in some subject areas.

SEMINAR

Similar to a tutorial; this is a smaller group of students and is much more interactive than a lecture. At each meeting, usually one or two students will be asked to make a presentation and to lead the discussion. Seminars are more common in later years (3rd or 4th year).

MATRICULATION

This is the process by which you enrol at the university and it usually happens in the week or two just prior to the start of classes. You may have to register online and then attend a matriculation session in person. Your chosen university will provide you with information on how to do this.

ADVISER / DIRECTOR OF STUDIES

Some members of staff take on the additional responsibility of being available to students as a neutral source of advice for any academic problems that occur. There is usually a separate advisory service for personal problems. Make sure you find out the name of your Adviser or Director and also where the other student services are available.

FACULTY, SCHOOL or COLLEGE

These are the names sometimes given to a group of similar departments. So, for example, the 'Arts Faculty' will include departments ranging from Modern Languages to Archaeology.

REGISTRY

This is the office in the university which maintains all the student records.

TERM OR SEMESTER

The university year is usually about thirty weeks long. Some universities divide the year into three 'terms' of ten weeks each ('trimesters'), others have two semesters of around fifteen weeks each with a long break at Christmas. Increasingly, universities are opting for semesters.

Skills for Higher Education

The university year is a mix of various kinds of learning opportunities. If you are to succeed, you must work hard at becoming an **independent learner**. The skills you have been developing on your SWAP programme will assist you and, by now, you should be aware of what these skills are. Being accepted for a place on your chosen course is only the beginning. You must work hard to ensure you complete your degree.

EXERCISE

Make a list below of some of the skills you will need to succeed at university.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

There are some suggestions on the next page to help you.

Skills for Higher Education

The list below is not exhaustive but should give you some pointers about what you personally need to do to ensure success.

As you go through the list below, mark with a cross those where you think you may need further development. For example, if you have problems managing your time, you must start now to get into the habit of drawing up a timetable for yourself and keeping to it.

Much depends on your chosen course, but you will be expected to develop skills in:

- Analytical reading
- Producing written work on time
- Communicating effectively
- Note-taking at lectures
- Presentation skills (seminars)
- Effective research and referencing
- General time management
- Problem-solving
- I.T.
- Numeracy (even in some arts subjects)

Some of the above will be familiar to you as you will have had the opportunity to develop your core skills at college.

Other things to consider when you're at university:

What should I do if the work starts piling up?

Many universities run workshops (especially at the beginning of the year) to help students manage their time and cope with the level of academic work required. The trick is to work slowly and steadily and not leave everything till the last minute. If you wait until the last minute there is always a chance that something unforeseen may occur that will intervene with your ability to get the work done.

What should I do if I can't meet the deadline for a piece of work?

This should be the exception rather than the rule unless you are unfortunate enough to have a serious illness.

Don't just ask for an extension – explain why you need an extension and agree an alternative date to submit your work.

But you must keep to this alternative date, so make it a realistic one. Be aware that if you are taking extra time on this piece of work you may be falling behind with others.

Once you have weighed up all the facts you may decide that you want to go to university but have too many commitments at the moment. Talk this over with your college tutor: there are many other options such as part-time degrees.

Whatever you choose, having as clear an idea as possible about what to expect will ensure you have a successful, enjoyable first year.

University – the Broader Picture

'All work and no play makes Jack a dull boy' goes the old saying. You will want to work hard but you must allow yourself some time for relaxation. You may think this is impossible because as a mature student you have many other commitments, but if you can find time to experience some of the university's extra-curricular activities, you're likely to benefit from it.

Each university has a range of **clubs and societies**: you could try to join at least one. This is all part of the university experience and some clubs are specially geared to adult returners. Even if you can only fit in one activity per month, it's a good way to get to know people who have similar interests. Your membership could also be useful in enhancing your studies or improving your CV by providing additional experience in subjects that interest you.

The **Student Association** and the **Student Representative Council** provide a range of valuable services from discounts on holidays to expert advice on a wide variety of subjects. Navigate to your university's SA or SRC web page on the main site and find out what they do.

Some universities run **Job Clubs** where you may be able to find part-time work. You must be careful not to take on too much work to the detriment of your studies, but you may find temporary jobs that are aimed at university students (i.e. they allow flexible working hours and are near to the campus). Picking up a few part-time temporary jobs can generate a bit of extra cash when you need it.

Most universities have good **sports facilities**. Regular exercise is a well-known method for combating stress, and most universities have modern gyms and outdoor facilities; some also have swimming pools. As a student, you will be eligible to join at a much-discounted rate and enjoy the convenience of having facilities on or very near campus.

Make sure you also find out about the other academic support services such as the **university library**. With so many students now in Higher Education, pressure on such facilities can be great. This is a good opportunity to develop your skills in planning ahead. Contact your university's library and find out if they offer tours (or self-guided tours) for prospective or incoming new students. By doing so, you will be able to familiarise yourself with new tasks, such as using self-checkout or short-loan collections, before university begins, instead of queuing up with the rest of the newcomers.

And don't forget the **Careers Service** – it's never too early to think about what you want to do at the end of your degree. If your undergraduate programme is flexible (as many are), you may get some ideas for future career paths you haven't yet considered that you could aim for as part of your course. Consulting with the Careers Service early on is a good way to ensure that you choose the best subjects in first and second year to help you with your career later on.

Planning Ahead

During the summer, you may have taken on a job or be working extra hours to help with your finances. However you should also set aside some time to prepare yourself for the year ahead at university.

This will largely be about familiarising yourself with how the university works, the **layout of the campus** and the various things you need to do before you start. For example, you may have been sent a **reading list** from your department or suggested reading material may be posted on its web pages. You could get started on some of the key textbooks while you have time over the summer. Have a look for some of your course books in second-hand shops or online. (Having said all this, don't worry if you don't have a reading list or won't be given more detailed information until the start of term. With good time-management skills, you'll fit everything in.)

Read carefully any information you are sent from your chosen university or college, action any items as required and **make sure you pay at least one visit to the campus to familiarise yourself with the layout**. There will be enough students wandering around lost on the first day of term – make sure you aren't one of them!

We are sure you will have an inspiring, life-changing time at university. Enjoy yourself and work hard but don't forget to relax, too – with good time-management and preparation, you will fit everything in, and have time to really appreciate being a student.

And don't forget to let us know how you're getting on. We always appreciate hearing from former SWAP students, and your story may be inspirational for future SWAP students who are considering a return to education.

Scottish Wider Access Programme (SWAPWest)

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