



**IO4 Whole Systems Approach
for
From Exclusion to Inclusion –
A Model Towards Upskilling and Integration
(FETI)
2019-1-NO01-KA204-060276**



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PROJECT INFORMATION

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Executive Summary

The FETI Intellectual Output 4 aims to develop the Whole Systems Approach (WSA) which offers a perspective to understand how elements as stakeholders, beneficiaries (immigrants and refugees) and services are related, and how they influence one another within a whole.

This report has been drafted by Istanbul University and adopted by the project consortium following discussion at the virtual meetings and the provision of interviews with the stakeholders and questionnaires for the beneficiaries for gathering the related information for the IO4. The instruments (in our case the questionnaires) used were identical in all participating countries for SWOT analyses of the stakeholders and the beneficiaries (see Appendix). Each country's results were brought together and evaluated. The document will be translated in due course into Turkish, Italian and Norwegian.

The FETI project, like all European projects that take place in this particular historical period, is affected by numerous changes, delays, and adjustments due to the health emergency from Sars Cov-2 (COVID 19 global pandemic). One of the very immediate results of such challenges is not being able to hold an in-person transnational meeting which would have been used to exchange good practices between the partners even though everything was set to be able to have the meeting in Istanbul. However, the partnership had the meeting via electronic platforms to continue working on IO4 in detail.

The final product of IO4 will be a fluid output that illustrates an ideal perspective regarding working with refugees\immigrants and illustrates the relationship between stakeholders, beneficiaries, services, and other related bodies in this manner. We believe that a successfully designed WSA can help decision makers to see the overall situation for immigrants and refugees and the stakeholders that work with them. In this way, the relationship between each element (beneficiaries, stakeholders, and services) in the model will be better understood and the target group can be directed more accurately by this awareness.



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1. Project Description and the Partners

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

Despite this, in 2016, 63 million European adults left initial E&T with, at most, a lower secondary education qualification. Considering these data, the European Agenda for Adult Learning highlights the need for low-skilled adults to face the different social and economic changes and to reduce instability by enhancing their competences. Moreover, the OECD Survey of Adult Skills shows that low-skilled adults are less likely to find a job or to take part in learning, although these are keys to their social inclusion and democratic participation. These factors weigh particularly heavily with immigrants and refugees 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 and thus contributes to the social cohesion. 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



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populations in securing work and education or training leading to employment that will benefit the economy of the partner countries.

The project aims to contribute to this process by:

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

Project Partners

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



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2. Objectives of the Intellectual Output 4

Internationally there is now a broad consensus on the importance of adult learning taking place in many arenas of social and working life. However, immigration and social exclusion is a challenge which many EU countries must address when it comes to the lifelong learning and in its entirety far too big to be any singular institution to solve by itself. Moreover, cautious steps must be taken to implement long-term plans to tackle problems both at the local and national level. Since many countries share the same issues, it was felt that the WSA might give at least a holistic perspective to 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 as well as contributing to the social cohesion in the long run. In these terms the objective of the IO4 is to develop the WSA that will also serve as the foundation of a practical guide on how to use and put into action the results produced by the FETI partners in the Intellectual Outputs 1, 2 and 3.

The main issue is to design a model that can be used commonly by each country that works in the field of immigration by considering the national context differences. To implement long-term plans to tackle problems both at the local and national level we decided to focus on similar and different challenges by combining data from each country. Therefore, we have gathered required data via the questionnaires to be used for interviews with the various stakeholders and the beneficiaries in each partner country. Institutions working with immigrants and refugees have some similar and different features as well as strengths and weaknesses compared to other stakeholders. As the stakeholders in each partner country contain significant differences as well as similarities in terms of strengths and weaknesses, the potential threats and opportunities for each country also vary.

In this section, first of all, information about the WSA and its theoretical background are given. Then, information will be given about how the WSA is designed in terms of IO4 and how the components included in this system are defined.

2.1 Theoretical Background of the Whole Systems Approach

Whole Systems Thinking is a method to understand how things (elements and systems) are related, and how they influence one another within a whole. An example of systems thinking is how elements like water, sun, soil, air, plants, animals, and human beings interact and support one another as a system looking at the world (University of British Columbia, 2021; Lovins et al., 2010).



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Whole Systems Design:

- fosters interdisciplinary collaboration among diverse teams to understand how pieces work together as a system, and
- how to leverage potential synergies between systems results in optimization of an entire system, rather than its parts in isolation
- a key principle of integrative design
- and yielding more diverse and widely distributed benefits

The Rocky Mountain Institute (2006) suggests that whole system design means “Optimising not just parts but the entire system. It takes ingenuity, intuition and teamwork. Everything must be considered simultaneously and analyzed to reveal mutually advantageous interactions (synergies) as well as undesirable ones”. Incremental improvements to existing systems rarely meet rising beneficiaries' expectations for solutions to be both effective (Blanchard & Fabrycky, 2006, Charnley et al., 2011).

It is therefore suggested that to tackle increasingly complex and disorganized problems; to provide holistic and integrative solutions, we need to adopt a change in design mentality and to start thinking differently (Hawken, Lovins, & Lovins, 1999). A whole system design approach encourages those involved to regard a problem as a whole system and not just to concentrate on one particular component of that system. Additionally, it recognizes that a problem is created by every part of the system in which the problem is embedded, and that the problem can and should be addressed at every level. Seiffert and Loch (2005) suggest that the most important property of systems is that they are made up of several parts that are not isolated, but closely interlinked forming a complex structure (Charnley et al., 2011:159-160).

For the purpose of this project, systems are defined as a set of independent but interlinked phenomena, or as Sherwood (2002) defines them ‘a community of connected entities’ that we bound with a purpose (e.g., the design process). This connectedness means that systems have emergent properties and cannot be broken into their component parts; we must consider them as a whole and therefore need to develop mechanisms for doing so (Charnley et al., 2011:160).

2.2. Whole Systems Approach in terms of IO4

As briefly explained above, the WSA is a method to understand how things (elements and systems) are related, and how they influence one another within a whole. We believe that the WSA

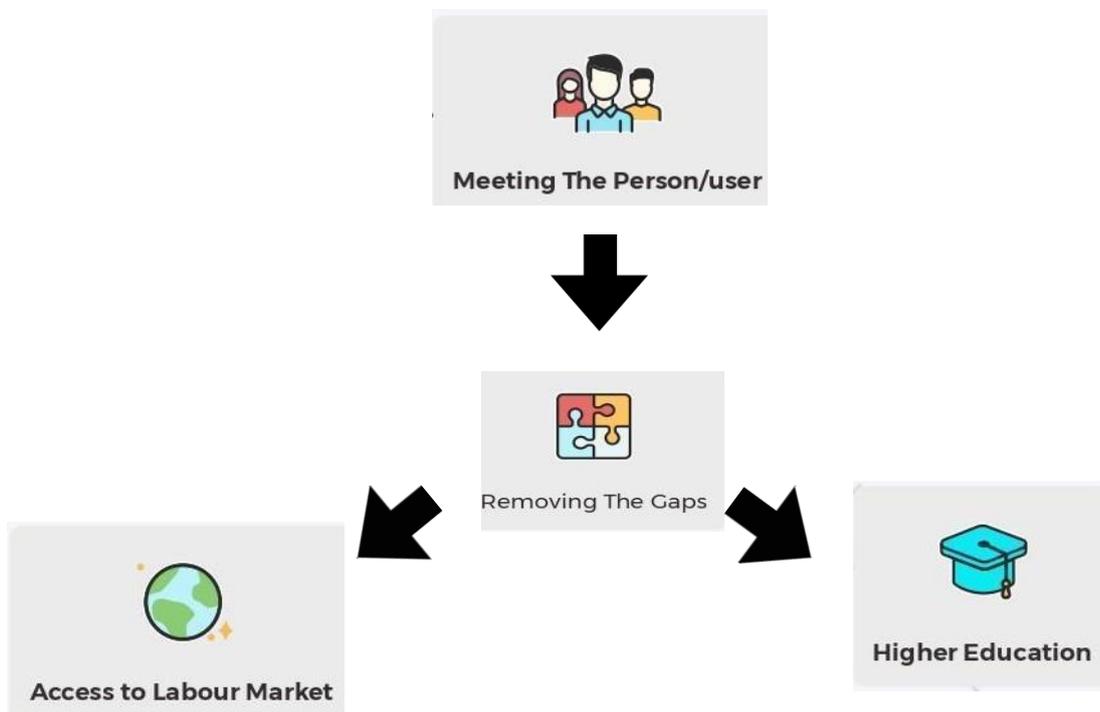


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can draw attention to not only the importance of early mapping and career advice (both in individual and group form) for immigrants or refugees but also the stakeholders as well in terms of needs and the challenges they potentially face.

We have started collecting the resources for establishing the WSA from the very beginning of the project with the first Intellectual Output (IO1), a Local Needs Study, that analyzed existing services as well as employment and learning opportunities available to immigrants and migrants in specific areas and country specific situations (For detailed information please visit <https://fetiproject.com/wp-content/uploads/2021/04/FETI-Local-Needs-Study-final-Siste-190520.pdf>). The work has been continued with IO2 that provides a pool of tools to help the practioners and facilitators to choose the right pathway for the beneficiaries to enable them to recognize their own strengths, abilities, attributes, and weaknesses as it can be followed by the diagram below:



These stages represent the beneficiaries coming from different backgrounds and their route through career counselling. As is expressed in detail in IO1 there is a wide variation in both the numbers of immigrants and refugees in the locales and the provision of services to encourage them to integrate into existing societies for the partner countries. Therefore, we are also aware that different partners



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interact with the stages in different ways because of their organisational aims. For example, for Engim the main focus for the beneficiaries is employment and in SWAPWest and Istanbul University, the target groups are already engaged with education in some form. Oslo voksenoppl ring is working both with people seeking employment and looking for education. The model offers the flexibility and transferability according to the needs of the organizations and the beneficiaries via the tools recommended using for each step. To make the steps more concrete for the model here is the brief summary (For further information please visit <https://fetiproject.com/wp-content/uploads/2021/10/Intellectual-Output-2-final.docx-kombinert.pdf>)

“Getting to know the person”, as the 1st stage, represents the beneficiaries arriving in the host society and coming to the partner institutions. As it is the first time the meeting covers mainly a listening activity, through which practitioners are helped to understand the needs and to reconstruct the missing links in the “chain of needs” expressed. According to the needs of the beneficiaries there are different tools to be used. In contrast, Istanbul University’s route is already into Higher Education and due to structure of it a career guidance counsellor or facilitator can only meet with the beneficiaries who are students at the University and on the condition that they make an online appointment with Istanbul University’s Career Development Practice and Research Centre (ISTANBUL KAGEM). Therefore, when the beneficiaries want to meet with a counsellor, they need to go through the online self-assessment inventory first. Therefore in this first stage while Istanbul University might use Skills Development Scotlands Self-assessment tools detection- *My World of Work ‘Skills Explorer Tool’*, ENGIM might use the "My Box" activity and the "*S T*" activity from Norway according to the profile of their beneficiaries along with the tools they have been using when needed.

“Removing the gaps and Balancing competences/skills” as the second stage represents the period when the beneficiaries’ needs are clearer as they have already made a few visits to the partner organizations, but there might be obstacles preventing these needs to be fulfilled. As the beneficiaries might need guidance to pursue their path at this stage the main aim is to guide them to discover their own attributes, skills...etc. SWAPWest as an organization has a dedicated route into Higher Education. Therefore, at this stage while SWAPWest might choose to apply the “*S T*”-tool alongside a *‘Taking Stock’* (SWAPWest Prep for HE) model whereas ENGIM might prefer using the model of career competences from Norway which is a conversational activity and can be applied to beneficiaries who have difficulty in expressing themselves in a written form or a lack of computer



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skills. SWAPWest and other partners can also use their FETI Competences uniquely designed workshop product which can be found at

<https://rise.articulate.com/share/I2g-bFRyu86T8EYXPhgBGE5sVuQpn75p#/>

Once we have a clearer idea of what steps are required for progression to their chosen path either "*Help in entering the labour market*" or "*Help in the educational path*" would be parallel paths to the next stage of the beneficiaries' progress:

"*Access to the Labour Market*" represents the next stage when the beneficiaries are ready for the labour market, but they might still need some support. In these terms this stage can also be used as the first stage by skipping the two previous stages when they only need a small amount of support to enter the labour market after we meet them. The labour market conditions are different for each partner country in terms of the economic situation, unemployment rate and employment opportunities as well as the organizational schema. A different approach at Oslo Servicesenter does not assist the beneficiaries directly in finding a job or apprenticeship in this part of the model. Istanbul University is not the responsible body to find a job for the beneficiaries either. However, searching for job opportunities and internship possibilities seems vital for higher education students. Therefore, at this stage ENGIM's *Protezione Unita a Obiettivo Integrazione (PUOI) - Protection and Integration Process* can also be used by Istanbul University.

"*Help in the educational path*" represents the alternative stage which involves beneficiaries who are pursuing education (basic or higher) or expressed their needs in the first and second stage as an educational need such as continuing a school course of study or learning the language of the host society. In the long run this stage is also considered as a contribution to the beneficiaries' insertion in the labour market. The tools made available for this phase of the model are also fluid and easily usable and adaptable in different national contexts. SWAPWest might prefer using '*Taking Stock*' and '*SØT*' to reflect on the competences the beneficiaries already have and on the competences that they will require to successfully pursue progression to Higher Education.

The work produced in IO2 combines as part of a wider context in IO3 where a Skills Development Guide and Package has been developed for facilitators and practitioners (For further information please visit <https://fetiproject.com/wp-content/uploads/2021/09/IO3-Skill-development-package.pdf>). IO3, further enhances their understanding of the cultural sensitivities around working with the beneficiaries as well highlighting the key competences that will be required for their ambition of entering the employment market or moving into an academic or



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vocational course. These should be delivered as an accompaniment to any skills and competence assessment.

These IOs underpin the design and development of the WSA. While establishing the WSA, some priorities of the stakeholders and the beneficiaries collected through the questionnaires and interviews, have been taken into account.

Priorities of the stakeholders:

- Social cohesion (– as a desirable long-term outcome of sustained employment and participation in education and skills development.)
 - Long-term planning
 - Reaching beneficiaries and engaging with them for positive outcomes
 - Working in a coordinated manner with other units so they can reach the beneficiaries and overcome the lack of knowledge problem.
 - Intercultural communication
 - Holistic multi-services/ integrated services
 - Make opportunities known by the target group
 - Highlight available opportunities to the target group

Priorities of the beneficiaries:

- Fulfilling physiological needs: Safety, food, accommodation...etc.
- Employment
- Learning the language
- Education
- Service according to the level of their needs
- Living in harmony with the host society
- Need to know the education and employment system of the host society
- Need to know the services around them
- How to look for a job
- Socialize with the host society
- Familiarizing themselves with the services around them
- Understanding the steps required to find employment
- Feeling valued as a member of the host society



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- Integration within the host society
- Gaining understanding of the education and employment system of the host society

These priorities have a key role in building the WSA.

In this framework to establish the WSA, it was decided to examine the main challenges being confronted by the beneficiaries and the facilitators by way of a SWOT analysis. As we are looking for removing the socio-economic gap between the host society and the immigrants by assisting individuals to reach their potential and contribute to the social cohesion, then we can look at the challenges faced by not only the guidance staff and counsellors, but also the beneficiaries.



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3. SWOT Analyses in terms of the IO4

SWOT analysis is a method that considers the inhibitors and enhancers to performance that an organization encounters in both its internal and external environments. Strengths are enhancers to desired performance while weaknesses are inhibitors to desired performance, with both being within the control of an organization. Opportunities are enhancers and threats are inhibitors to desired performance, though these are considered outside of an organization's control (Leihg, 2009:1089).

SWOT analysis is a commonly used method for analyzing and positioning an organization's resources and environment in four regions: Strengths, Weaknesses, Opportunities and Threats (Samejima, Shimizu, Akiyoshi, & Komoda, 2006). Strengths and Weaknesses are internal (controllable) factors that support and obstruct organizations to achieve their mission respectively, whereas Opportunities and Threats are the external (uncontrollable) factors that enable and disable organizations from accomplishing their mission (Dyson, 2004). By identifying the factors in these four fields, the organization can recognize its core competences for decision-making, planning and building strategies. SWOT analysis is one of many tools that can be used in an organization's strategic planning process (Phadermrod, 2019: 195). In terms of the project, we tried to develop a SWOT analysis based on these theoretical definitions

To develop the WSA, each partner country's stakeholders and beneficiaries were asked what their strengths and weaknesses were and what potential opportunities and threats they might face. The responses from each partner country are categorized. The purpose of categorizing here is to compare the similarities and differences between countries more effectively.

As a result of the data obtained from each partner, it was clear that the elements which emerged in the SWOT analysis can be examined under three basic categories:

- About beneficiaries (Immigrants and refugees)
- About services
- About stakeholders

In fact, these categories also formed the basis for the WSA. Therefore, it was understood that the results were consistent during the WSA development process. We focused mainly on the challenges of the partner countries stakeholders faced while working with the beneficiaries. The lack of language appeared as the most common problem for the stakeholders in all the partner countries. The results of the questionnaires applied to the beneficiaries also support this judgment.



We have also taken into consideration of the weaknesses and threats. In terms of weaknesses, there are some common problems in each country. Along with the language problem, cultural differences, career counsellor competence, financial support, organizational problems of services seem to be common challenges as labelled weaknesses. The probability of legal regulation changes about immigrants and refugees, social exclusion, being vulnerable to labour exploitation seem to be general potential threats. On the other hand, each country has some advantages and resources in terms of working with immigrants and refugees as counseling, training and helping them by means of various services. These resources and society create important opportunities for immigrants and refugees as long as they are aware them. Therefore, the WSA aims to illustrate the relation between the stakeholders, the beneficiaries, the services, and other related bodies to promote the upskilling pathways.



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4. The Development Process of the Whole Systems Approach for the Project

How to remove the socioeconomic gap between host society and the immigrants is one of the core components of the Project. The partners aimed to produce materials and tools to help with assessment of skills to encourage integration of immigrants and the refugees into either the job market or education and training. The project targets ease the pathway for this population and where necessary develop new routes. However, host countries' immigration history/experience with the demographic characteristics of the immigrants is different from each other along with their social, political and economic conditions and with the challenges they face. It became even clearer with the interviews conducted with the stakeholders and the beneficiaries in the partner countries. While the main issue for all the partners was the lack of language of the beneficiaries, the other areas such as beneficiaries' competences on navigating in education and employment systems vary either in a positive or negative way. In this regard in Norway most of the interviewees say that they know how to look for a job, which steps to take for further education and what training options are provided in local proximity. However, several also mention that they are unsure of their rights in the workplace, and some mention that they do not know the work ethics of the host society. Since this is the case, a single solution may not be useful or work for all the partner countries as each country's context differs from the other, so ways of organizing guidance, facilities, labor market conditions, social policies and services. Therefore, we know we need to consider the national context differences. On the other hand, such diversity can be viewed as the strength of the project partnership. As was agreed during the virtual partners meeting there is still room to develop a common approach despite the high diversity of national context differences since the ultimate goal is to ensure "social cohesion" between the beneficiaries and local residents by providing/signposting various services via career guidance and counseling.

During the meeting it was also agreed that single sided social cohesion and adaptation policies would not work. In other words, it was concluded that solely providing services independently would not be enough to reach social cohesion between refugees and the host society. It needs a comprehensive strategy which is offered by the WSA that requires the involvement of the different related actors in the field.

It was also clearly mentioned during the interviews with the stakeholders that the related actors are aligning with each other in the field is important for overcoming the challenges. For example, in Italy it was stated that "the needs are different, and the answer cannot be uniform, it must take into account the complexity of the people. You cannot work on job inclusion regardless of the



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home or legal and administrative support.” It was also emphasized in Norway by saying that better collaboration with the different people working with the immigrants to make a more holistic service would be a solution. Several stakeholders in Turkey stated that building and keeping strong cooperation with state and private institutions in the field can also help to overcome the sustainability problems caused by the NGO’s project-based and short-term nature of the working style/condition.

In these terms, the WSA in the case of working with immigrants in the field of career guidance particularly requires setting the beneficiaries themselves, career guides/facilitators and services as the basic elements. While they are the main elements in this process, local authority, nongovernmental national/international organizations, education centers, state-based institutions, universities, political guidelines, funding, legal system of the host society, cultural awareness of career counsellors/guidance staff and competence of the counsellors/guidance staff with regard to the context of the host society and the beneficiaries.... etc. make an important contribution to the process when they are taken into consideration. That is why the process should be approached in a holistic way as the stakeholders, the beneficiaries and the services provided have the potential to be affected by one another. We believe that such an approach will increase the quality of the existing services provided and would contribute to sustainability of the outcomes

In the virtual project meeting, joint studies were carried out on what the components of the WSA could be according to the challenges faced by the beneficiaries and the stakeholders. Some of the highlights of the meeting regarding what components could be included in the WSA are as follows:

- Acknowledgement of the migratory backgrounds
- Upskilling
- Awareness of networks (appropriate signposting)
- Having enough time for career guidance process
- Encourage independence (avoiding addiction to aid and assistance)
- Organize integration services (group and individual)
- Long-term planning rather than short-term
- Services should be given in accordance with the need of the client – match the client's needs
- Providing basic needs
- Individual adaptation



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- Ensuring systematic understanding
- Cultural awareness
- Financial support and funding
- A community of acceptance (avoiding prejudice)

In terms of these components and the main elements, the model shown schematically below is created. The model can also be used for self-evaluation and can indicate potential for development in the system that you as a reader are a part of. This systemic action can be implemented towards achieving social cohesion in one's own work with refugees and immigrants.

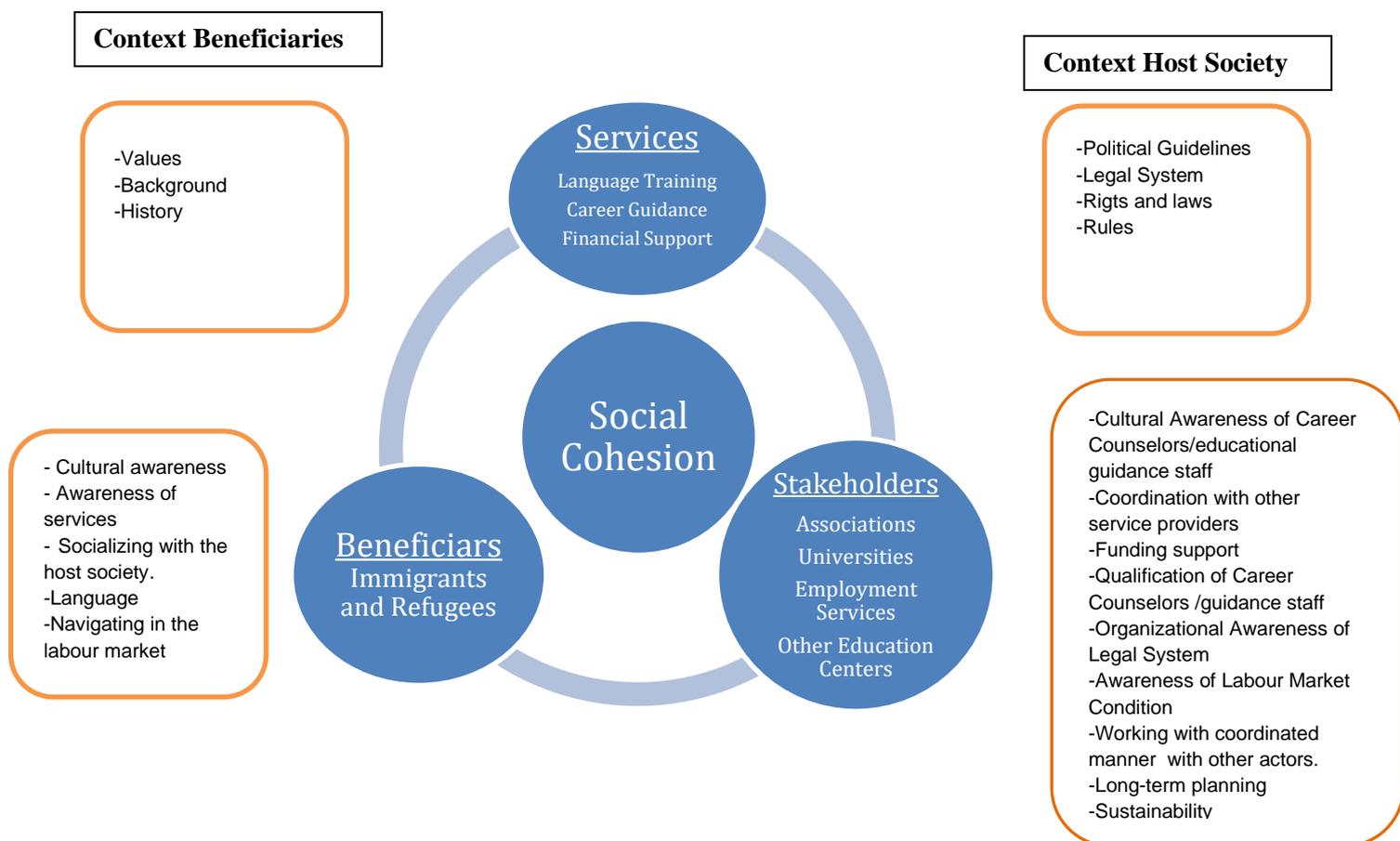


Fig.2: The Whole System Approach for FETI



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For us, the key to the WSA and framework is the finished output that shows to all interested parties exactly what we are building towards. Following on from previous IOs, the model developed stays in line with the aim of assessing the needs and skills of the beneficiaries coming from different backgrounds and promoting the socio-economic and employment inclusion of them. The earlier IOs underpin the design and development of the WSA and can offer paths and opportunities for cohesive growth, progression, and integration. Hence, anyone from the partner countries or the countries beyond the partnership who works with immigrants or refugees or is planning to work with them can benefit from the WSA which also covers the resources of the earlier IOs.

Through the earlier IOs we know that despite the diversity among the partnership countries, they share a basic motivation of providing/signposting various types of services via guidance with the aim to ensure “social cohesion” between the beneficiaries and local residents in the long run. As “social cohesion” appeared as the biggest consensus among the partner countries it is placed in the centre of the WSA.

From the target groups' statements, one can see the diverse needs and possible areas to focus on in counselling sessions: employment system, education system, opportunities in the host country, work ethics, language, rights, networking etc. In this regard, one of the highlights from the interviews with the stakeholders was the beneficiaries' not being aware of the services provided for them and the case being even more difficult for the people who cannot have access to the digital world as in the example of Turkey. Stakeholders in Turkey mentioned that the activities are mostly announced on social media. If people do not follow these means or do not have access they are unaware of the activities. In addition, the fact that when the dissemination of these services is carried out only in the host country's language that alone can be a major problem in accessing these services. Language barriers, lack of income and cultural differences are some of the issues which our participant groups must overcome to integrate themselves into their new societies. It was also emphasized that 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. Being out of the labour market puts many families in a difficult financial situation, despite state aid where this is available. The results from Scotland were positive in some areas. However, particularly around employment and working conditions the target groups need some further advice. But as is mentioned before this is not a role that SWAPWest can fulfill and this would be addressed by career counsellors in the colleges, employment agencies and job centers. We can see that although there are different offers,



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from providing protection to learning both language and vocational skills, in many cases these offers are independent of each other. Therefore, we plan to ease the pathway between existing ways and in some cases encourage development of new routes where these are needed. In this context, the WSA built on the necessity of establishing relationships between agencies and developing the existing ones to make them more streamlined to the needs of individual refugees and asylum seekers and enable them to quickly become valued members of society. To do so, in this phase of the project we are more focused on emphasizing the importance of a more coherent system as it described in the Fig.2: The Whole System Approach for FETI for refugees and asylum seekers to signpost them towards appropriate vocational work, education and training.

The WSA offers a holistic approach by considering beneficiaries, stakeholders and the services provided in a coordinated manner by not focusing solely either on the needs and challenges of the beneficiaries but also the stakeholders' for upskilling the pathways for the target groups. In this way, we can look at the organizations that work in the field of integration through a holistic systemic way of thinking. FETI expresses such a system for integration when we place the organizations in the model. There may also be organizations that work through all the stages of integration. Through this, systemic thinking can help to highlight the needs, and the particular services that refugees are in need of for work participation or to obtain higher education. This can be expressed as follows:

1 ***Getting to know the person***

Organizations to which the refugee/immigrant has access on first arriving in the host country with expertise in housing, asylum claims, available finance, and referrals to other agencies

2 ***Removing the gaps and Balancing competences/skills***

Organizations to which the refugee/immigrant is referred for the purpose of assessing competence in language and education level

3 ***Access to the Labour Market*** or ***Help in the educational path***

Job Centres and agencies which assist in finding appropriate work for the refugee/immigrant

Organizations which can assist in with education and training towards qualifications and eventual employment



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Close relationships should be built among these organizations and agencies to ensure a smooth pathway for the beneficiaries with a comparative referral system and a shared body of knowledge of the needs of the target groups.

By looking at the four partner organizations one can see that there are different ways to work with our target group. Some organizations focus mainly on one path (see the model explained above as an example), while others focus more on the entire model (see model below.)

Another way to incorporate the FETI model into systemic thinking is to use the findings of the systemic analysis model in IO4 to outline what is important to shed light on within the organization when working with the target group according to the FETI model. This can best be expressed in this way:

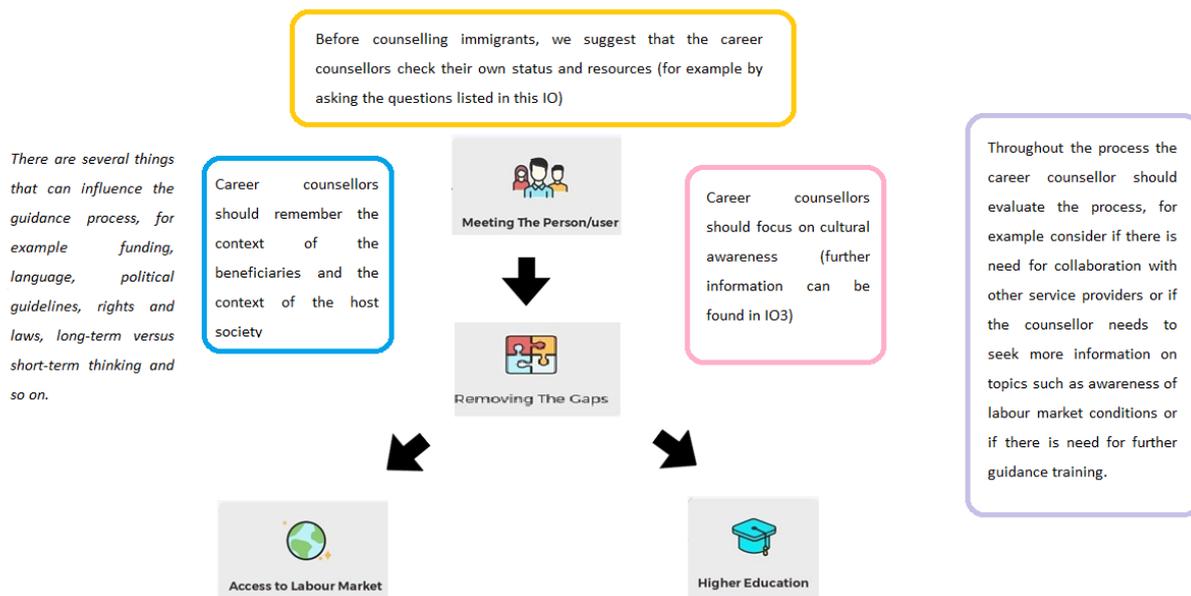


Fig.3: The WSA FETI-model

Accordingly, anyone interested in working on the subject matter should not isolate themselves from the context. It means when working with the beneficiaries the host society’s conditions and the beneficiaries’ socio demographic conditions should be taken into account. One worry is the counsellors’ and guidance staff’s lack of knowledge about the culture, education system and social characteristics of the refugees' country of origin. As in the example from Italy “we might struggle in trying to value their previous competences. For instance, we had a person with experience as an electrician in Gambia, but despite his knowledge of the job it was hard to support him because of the lack of specific information about his previous job positions, references, or on the vocational path for



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electricians in Gambia and its similarities and difference from the Italian one.” The refugee’s lack of knowledge of the host country’s culture, offers, related services...etc. can also affect the outcome negatively. For example, some of the stakeholders in Norway said that the target group does not know about all offers. Several of the people in the target group also mentioned that they do not know the systems in Norway, for example educational and employment systems. Likewise in Turkey it was mentioned that the majority of the target group does not know about all offers, mostly the career guidance services.

In this regard the WSA means that stakeholders are perceived in a bilateral interaction with the beneficiaries for the services provided for their upskilling. Therefore, mutually the beneficiaries and stakeholders need to have some information in regard to

- support system of the host society
- immigrant’s rights in the host society
- labour market and legal conditions of the host society
- cultural sensitivity
- education and occupation system

In these terms the WSA emphasises that services, stakeholders, and beneficiaries are interrelated, and these dimensions affect each other. In particular, ensuring coordination between stakeholders and services is considered to be vital for effective work as it also clearly mentioned during the interview with a stakeholder in Italy: “Of course, an organization alone cannot be competent on everything, and specialization in one field it is important; instead, it should be able to find integrated solutions, also to avoid frustration among professionals, who often find themselves unable to support migrants in fundamental areas. There are numerous funds and projects in Piedmont region for people with a migratory background, but they can only be truly effective if they consider all the aspects of people’s lives. There are many opportunities and migrants are aware of them, but often organizations do not cooperate with each other, or work on projects limited in time, and this creates confusion about the type of information to be promoted among the beneficiaries.”

The fact that stakeholders work in coordination with other actors and have information about the services of other actors and institutions will provide better guidance to immigrants and refugees. More importantly, working in a coordinated manner with other units/stakeholders in the field such as NGOs, municipalities and the state will provide long running and strategic planning to ensure



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sustainability of the services. Along with networking with other units/actors in the field being in touch with the immigrants' background, people who succeed in the labour market/education in cooperation are also beneficial. With such an approach different stakeholders and other actors can be aware of each of the services for guiding immigrants and refugees successfully.

- To begin with, IO1 of the project, the local needs analyses, provided both the structure and foundation for the common ground for the beneficiaries and the partner organizations. Through IO1 we saw that the target groups are different in terms of qualifications, but they have some critical aspects in common such as being in a new country and culture, surviving, learning the language, aspirations to survive and progress their careers whether directly into employment or after following an educational pathway. The 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 these terms the IO1 is quite useful to see local conditions, existing offers, recent state of the immigrant groups in terms of political guidelines, rights, and funding opportunities from the partner countries. However, the same logic can also be used by the other stakeholders beyond the partnership by starting to work with the local needs analysis in their own proximities before putting in any action by being aware of their own organizations' capacity to work with the beneficiaries by checking to what extent guidance work can be delivered and by whom; the state of qualification of the career counsellors and the facilitators who deliver the services; what kind of skills audits are already used and if they are up to date; if they are keeping up with the legal conditions in terms of offers and rights of the beneficiaries as well as the funding options and employment to assist the target group and to see if their organizations can currently answer the required needs.

For example, a beneficiary in X country applies to an institution the first step for the organization to take is being aware of the local and national resources, legal systems of employment and education and rights of the immigrants. The organization needs to be aware to what extent any services can be offered to the beneficiary in their local and national proximities. If the institution does not have enough resources, they should know the other stakeholders' offers and services for their target group which means working in a coordinated manner. What we mean by local needs analyses



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is the stakeholders' checking their own state and resources. It is also considered important that the organizations continuously reflect on how the context affects the meeting with the target group. In addition, they should reflect on how the target group is affected by the system they come from and their previous life context. One way the stakeholders can do a local needs analysis is by asking themselves different questions and reflecting on their own practice that take into account our findings in IO4 in a systemic matter. Below is a list of suggested question the stakeholders can ask themselves.

- *Do we have qualified career counselors/guidance staff?*
- *Do we have enough budget for our plans and activities?*
- *Do we have short term and long-term plans and actions (for instance some activities) for beneficiaries?*
- *Can we say that our designed system and plans are sustainable?*
- *Are we and our career counselors/guidance staff aware of the other actors working by immigrants and refugees in local proximities?*
- *Are we working in a coordinated manner with other actors working by immigrants and refugees?*
- *Do we have required training programs for development of our career counselors/guidance staff?*
- *Are we and our career counsellors/guidance staff aware of the legal system and situation regarding the beneficiaries?*
- *Are we and our career counselors aware of the labour market conditions and educational/training opportunities in the host society?*
- *Are we sensitive to the cultural differences of all our beneficiaries?*
- *Do I know about the context of the beneficiary?*
- *Do I know on what basis the beneficiaries make their career related choices?*
- *Does the beneficiary need more information on the context of the host society?*
- *Do I need to seek more information on some topics to improve my guidance?*
- *Are there some services that I cannot provide? Who can provide it?*
- *Where should I signpost my beneficiary?*
- *Do I feel cultural aware while meeting the person?*
- *Is there something else influencing the person (e.g. laws, guidelines etc.)?*
- *If the organization is working with a short-term focus, who can assist the beneficiary more long term?*

Fig.3: Systemic reflection questions



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The questions can be even more detailed according to the national context and demographics of the beneficiaries such as asking questions regarding to what extent we know about the education and employment system of the beneficiaries' country of origin.

Moreover, whichever route the beneficiaries take, educational or vocational, they will be expected to have some basic common competences whether they are high or low skilled. Therefore, according to the WSA, it is vital to take into account the beneficiaries' context and analyze their competences with sufficient tools. In these terms the model created for IO2 can be used as part of the WSA when trying to see the beneficiaries' history, values, skills, and aspirations when they come to the stakeholder. It offers a range of tools that will help the target population to lead more productive lives. Guiding them along the way to help them to discover their own skills and competences the project offers a toolbox which also reflects different types of beneficiaries' needs.

These tools and methodologies are affiliated to each stage in the model of the IO2, from meeting with the beneficiaries for the first time till to the stage of guiding them their progression to labour market or higher education. It means when meeting the beneficiaries, we know what is available according to the profile of the target group. The profiles illustrated via the personas who are "fictional characters" created in IO2 are a way to exemplify our beneficiaries in the partnership can be helpful to a wider audience beyond the partnership as well. The different personas show how different tools and methods can be used in different institutional and cultural contexts from the moment of beneficiaries with different demographics arrive in the host society and apply to the stakeholder. Moreover, these tools and the personas can give an idea to the professionals about other ways of approaching if they are weak on some aspects or do not know how to deal with new beneficiaries with different needs and profiles. In some instances, a stakeholder can already be good at applying certain type of tools with the high skilled beneficiaries but might not be experienced in working with illiterate beneficiaries who recently started coming or vice versa. If they do not have experience on how to approach certain situations in such cases like this one, they can get help from a more appropriate tool that might be useful for the newcomers with different profiles from the regular clients of their organizations.

The facilitator can assess the beneficiary's competences according to the profile of the beneficiary with the tools provided in IO2 in a step-by-step way. Along with the tools provided in IO2 for the assessment of the beneficiaries' competences and their aspirations to complete their profile IO3, Skills Development Guide and Package, can be delivered as an accompaniment to any skills and competence assessment. Since the aim is to quickly assess participants' needs, skills and



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attributes and promote the socio-economic and employment inclusion of migrants shared by different countries, the WSA will contribute to the social inclusion of refugees through knowledge and assistance activities provided in the framework of the project with the Skills Development Guide and Package provided for IO3. Moreover, IO3 further enhances the facilitators and counsellors' understanding of the cultural sensitivities around working with the target group as well highlighting the key competences that will be required for their ambition of entering the employment market or moving into an academic or vocational course. In these terms IO3 offers practical ways to help them to be guided to discover their own skills and competences. For instance, the organization might have a wide range of beneficiaries from the ones who are illiterate to university level students. In such case to enhance their understanding of the key competences IO3 can be used by the counsellors, guidance staff and other facilitators. At this point, as stated in IO3, bearing in mind the different client groups in each country, it is advantageous to have an analysis as to who the person is and to have a range of questions that facilitators can pose to themselves. In the case of the university level person, during the career counseling sessions, the counsellor should keep in mind that the labour market dynamics are not adequately given in the bachelor education/training period. Thus, immigrants have very little information on it. They can be in a much more disadvantageous position in terms of where they should look for a job or what jobs they should plan for their careers. Therefore, they must be informed where to look for a job and the necessary qualifications. In this point, as stated in WSA model, stakeholders' awareness about legal system and cultural differences, is dependent upon the counsellors' or guidance facilitators' qualifications, which is vital for appropriate guidance. To be able to guide the beneficiaries and support their labour market integration the career guides and guidance counsellors need to have a certain level of information regarding education, recognition of qualifications, and employment options of the host society. The challenge regarding the counsellors' and guidance staff's lack of knowledge about the culture, education system and social characteristics of the refugees' country of origin and the refugees lack of knowledge of the host country's culture was one of the major needs during the interviews in the partner countries. As it is expressed one of the stakeholders in Italy clearly "Sometimes we can lack of specific competences. For instance, it has happened to push a person in pursuing education, and he accepted but, with time, we realised that we were pushing him in a direction that did not suit him. Having more competence in counselling would help us in avoiding this kind of situations." Having such information on these areas will be more beneficial for the target groups to navigate in a different country with its different cultural, legal, political and social education system and the labour market. In other words, the career counsellors'



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and guidance staff's competency for guiding immigrants and refugees effectively is as important as having information about the labour market dynamics and the legal system for signposting the beneficiaries as is underlined in IO3 which can be used at this stage. It was also recommended as a solution during the interviews in the partnering countries to keep the training of professionals working with the target group up to date in order to overcome the problems caused by their lack of knowledge regarding laws and rights. It is also clearly mentioned by one of the stakeholders in Norway that it is a prioritized field by leaders and management and that there are possibilities to attend courses and education for the counsellors/guidance staff to gain the knowledge one needs to work with the target group or to stay updated in the field. In other words, providing services to the beneficiaries all alone is not enough. It requires a holistic approach by taking into consideration of related bodies.

Key Features of the Guidance Process

1 Group Size

During the guidance process, individual and group meetings can be used, and optimal group size must be considered by counsellors/guidance staff as a principle. However, whether individual or group sessions are held for the meetings, the counsellor or the facilitator must be well briefed about cultural sensitivity by being aware of their own assumptions, biases, and personal limitations when meeting the target group.

2 Diversity and Culture

As it is stated in IO3 every professional who works with refugees and asylum seekers is called on to deal with diversity and cultural pluralism in the performance of their task. This translates into the need to use an approach that tries to understand the other person's vision of the world. Intercultural counseling addresses people (individuals, groups, families, communities) belonging to minority groups, with the aim of favouring their introduction, adaptation, and integration, improving their mental health and supporting them in dealing with the transition crises that are typical of migration processes. Therefore, the sessions should be conducted using an intercultural approach. Our beneficiaries have more diverse backgrounds than the facilitators.

In this context, cultural awareness is a key point in terms of trust development between people from different cultures (Weck and Ivanova, 2016). Being aware of cultural differences helps to provide effective consultancy services to migrants and refugees. It helps to avoid stereotyping. Because in this way the counsellor can understand how her, or his own culture influences her/ his attitudes and help realizing the immigrants' challenges in a new culture where their original cultural



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values and norms might not match and result in discomfort for the immigrant. It is especially faced in the workplace.

3 **Socio-economic Issues**

To overcome the challenges the immigrants will potentially face especially in the workplace, the career counsellor needs to know immigrant's/ refugees' socio-economic integration depends on cultural familiarization. As it clearly mentioned by the stakeholders during the interviews that working life conditions do not match with the beneficiaries' cultural practices most of the time. The work discipline and work ethic that beneficiaries are culturally accustomed to may not fit well with expectations of companies.

4 **Cultural Adjustment**

Experts believe that cultural adjustment often occurs in three stages (KU, 2022)

- Honeymoon stage — excitement about being in the new country.
- Uncomfortable stage — frustration, confusion and negative feelings about the new culture, homesickness, illness. This stage is often called 'Culture shock.'
- Adjustment stage — understanding many aspects of the new culture, making friends, and discovering helpful people in society; ability to keep core values of the home country but operate within the values of the new community.

In terms of these stages, when beneficiaries encounter such a cultural shock, there will be a kind of confusion. At this point, it is an important responsibility of stakeholders and the counsellors/guidance staff to give cultural information, legal rights and political situation by meetings and activities. For individuals to pass to the adjustment stage in a healthy way, they must be motivated to have information about both the cultural and political structure of the host society.

The aim of the case presented here to illustrate the whole process of working with the immigrants and refugees is to create awareness by offering a broader picture via the WSA for related bodies when working with the immigrants and refugees for directing them more accurately either to vocational or educational paths to remove the socioeconomic gap between the host society and the immigrants by assisting individuals to reach their potential.



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5. Conclusion

The whole system is considered as an approach which deals with the case of how subsystems affect each other and together form a larger whole. To define what these subsystems are when working with the immigrant or refugee background beneficiaries we looked at the common challenges and priorities of the beneficiaries and the stakeholders via the SWOT analysis.

The interviews conducted with the stakeholders providing various services for the beneficiaries across the partnership countries from supporting their basic needs (including services in protection) to livelihood, empowering them towards the skills to find employment or guiding them to access further education. Even though there was diversity in the services provided with the profile of the beneficiaries some common challenges and needs appeared cross nationally. In this regard during the interviews, it was openly expressed that in many cases the opportunities and services provided were not known by the target groups and the lack of resources such as funding, time and competency of employees appeared as big challenges working in the field as well. It was also mentioned that the majority of the stakeholders, especially NGOs cannot offer long-term or fixed services as they work based on projects. Migrants arriving in a country face numerous obstacles from all points of view and having to translate this complexity into a project is often limiting. As people's lives change constantly, working with a start and end date does not align with the life goals of immigrants and refugees. When the project is completed, the service offered is interrupted as there is no funding anymore to go on. This made us conclude that there is a need for long-term planning.

The answers retrieved from the target group insinuate what we already knew; the target group is a heterogeneous group with different stories, contexts, plans and wishes. From the statements of the target group, we see that their answers vary, and the statements indicate different needs and challenges.

Via the SWOT analysis it became clearer that a comprehensive strategy requires the involvement of the different related actors such as the stakeholders, the beneficiaries themselves and the services in the field working in a coordinated manner since putting policies into action has become a priority in order to prevent groups living in isolation from each other with the ultimate goal of social cohesion. Thus, it is possible to provide a sustainable system in terms of working with immigrants and refugees.

The SWOT analyses also reaffirm that the challenges such as social integration, adult learning and immigration in their entirety are far too large for any single project to solve and regardless of the



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countries socio-economic realities they still share the same issues regarding the subject matter. Since this is the case, 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 other countries as well as the partner countries and contribute to social cohesion in the long run. In these terms the objective of the IO4 is to develop the WSA that will also serve as the foundation of a practical guide on how to use and put into action the results produced by the FETI partners in the Intellectual Outputs 1, 2 and 3.

In this framework the final product of IO4, the WSA, planned to be a fluid output that shows the relation between stakeholders, beneficiaries, and services when working with refugees\immigrants with the aim of supporting social inclusion. We believe that the WSA can help decision makers to see the overall situation for immigrants and refugees and the stakeholders. In this way, the relationship between each element in the model will be better understood and the target group can be directed more accurately by this awareness. We also think that cross nationally the WSA can contribute to the upskilling pathways for the immigrants and the refugees by providing a general framework of the subject matter and various tools offered via the earlier IOs.

In this regard the WSA can be useful to provide a base for it offers a guideline how/where to start from and how to work and which tools to use when there is a need for;

- Mapping the skills at the earliest convenience
- Emphasize on interculturality when working with the immigrants
- Labour market integration including the social context of the immigrant
- Working with local actors such as NGOs, local and national government agencies

In this context we believe that the WSA can draw attention to not only the importance of early mapping and career advice (both in individual and group form) for immigrants or refugees but also the stakeholders as well in terms of the needs and challenges they potentially face.



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7. Appendix: SWOT Analyses of the Partner Countries

OSLO – SWOT ANALYSIS (FOR STAKEHOLDERS)*

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Dedicated and competent colleagues • Career counselling with immigrants is prioritized by leaders and government • Small office- easier to achieve things • Focus on competence and education for counsellors • Knowledge-based management and professional commitment • Strong professional commitment • Neutrality • Strong professional environment • One stakeholder mentions that the organization has plenty of time set aside for the immigrant • A lot of experience and broad knowledge • Relevant legislation • Professional competence, and focus on staying updated • Holistic service- close collaboration with other instances 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • We need more contributors to the field • Too many tasks for the people working in the field. There is not enough time to always prioritize career counselling • Not enough resources and time to provide quality career guidance • Too many expectations for the role from others in the organization • My organization needs a stronger professional identity. • Decisions are made over the head of the organization • Not enough resources • Need to understand the target group and their context • The roles of the people working with the refugees is not always clearly defined • Unpredictable type of work, e.g. it is not easy to predict when the refugees will arrive
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Close follow-up • The organization is open to change • Work continuously with development and project work • Further education is given to those counsellors who need it • Possibilities to adapt the guidance and methods to the individual • Great focus on development of competence • Real possibilities to achieve things • Laws and rights for the target group that can help them • Competent colleagues • Provide extra service for immigrants and refugees so they can focus on upskilling and integration 	<p>THREATS</p> <ul style="list-style-type: none"> • Too many assignments for the people working in the field • The economy- budget varies • Political guidelines changes resources- unpredictability • Everything is done according to cost efficiency. One career counselling session is provided, and then the immigrant must form a career journey • Too much focus on cost-benefit rationalization • Lack of individual adaptation of the offers. • The need for a broad perspective- not only short-term thinking • We need more money and resources to the field • Sometimes we provide too much service in the beginning- can be frustrating when we become stricter

*The SWOT analyses from Oslo Voksenoppl ring Servicesenter is based on the answers the stakeholders gave during the questionnaires. This SWOT analysis therefore does not focus on internal and external environments, but solely on what the stakeholders mentioned when asked about for example their threats. It should be noted that the answers are collected from a few stakeholders and a few people in the target group. We do not have a large enough data collection to conclude that this is applicable for the general opinions of stakeholders and refugees in Oslo or in Norway. The findings could be strengthened by conducting more interviews with several other people.



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ENGIM – SWOT ANALYSIS (FOR STAKEHOLDERS)

STRENGTHS

- Always work for the development of self-determination, self-efficacy and adaptability;
- Do not look at the other with prejudices and keep in mind each person's individuality and history;
- Being part of an organisation that does not interface with the migrant population in a unique way, but in an integrated one, by working on different areas related to their social inclusion.
- Efficient civil society mobilization: Refugees welcome can engage with civil society. This is a fundamental element, which should always be strengthened. Working on civil society means raising awareness with people who will then interact with migrants (e.g. future employer or landlord) and encourage their inclusion process.
- "Light guidance": we try to mentor users by working so that they gradually become independent: this promotes the empowerment process and undermines those mechanisms of addiction from the "reception system", favouring people's autonomy.
- Refugees welcome supports the creation of a territorial network: working in contact with host families, job search institutions, temporary agencies, public offices, etc. we try to cooperate and seek common and effective solutions for everyone.

WEAKNESSES

- Sometimes we can lack of specific competences. For instance, it has happened to push a person in pursuing education, and he accepted but, with time, we realised that we were pushing him in a direction that didn't suit him.
Having more competence in counselling would help us in avoiding this kind of situations.
Sometimes we have difficulty in finding a sustainable path that motivates the migrant.
- One weakness is having to work with projects. People's lives change constantly and working with a start and end date does not align with life goals of immigrants and refugees. Nowadays, migrants arriving in Italy today face numerous obstacles from all points of view and having to translate this complexity into a project is often limiting.
- Usually we work with people who already speak Italian. In few cases we didn't have any common language and all the difficulties already mentioned were more evident in this case, but we manage it by crossing their profile with those of people who were able to speak their language, both at home and at work. Our final goal is always to make them independent and have a common language is an essential part of it.
- There is a high rate of illiteracy among people who migrated in recent years, so approaching a new language is often complicated. Orso does not have linguistic mediators and always tries to use Italian as a vehicular language. In case of comprehension problems, we try to speak slowly and use, where possible, simple terms. It is also effective to ask to repeat what has been said, in order to have constant feedback. We consider the orientation path a training ground from the linguistic point of view, which is why we prefer to limit the use of English and French and teach the main terms for their job search. For example, words such as "apply" are explained, used and repeated in order to be learned more easily.
- It happens in the support we provide in writing cv, and we might struggle in trying to value their previous competences. For instance, we had a person with experience as electrician in Gambia, but despite his knowledge of the job it was hard to support him because of the lack of specific information about his previous job positions, references, or on the vocational path for electricians in Gambia and its similarities and difference from the Italian one.
- In this case, since it is a long, complex and expensive process, we ask for support from experts in this field. In our case, we work with "Extra-Titolli", who are experts in the recognition of academic qualifications and professional skills obtained abroad.
- The legal path for people coming to Italy is not simple. In general, there is a lot of misinformation



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	<p>among the HR departments or among the consultants contacted by companies for hiring procedures. In fact, it is often common for people who are in Italy legally to not being hired because they are unable to produce a residence permit.</p> <p>-It happened to have problems with some people who had appealed after a negative outcome to the first asylum application. They were in Italy legally and they had the documentation needed to certify it. Nonetheless, the lack of knowledge of the legislation by the temporary agency, which did not know the actual meaning of those documents, caused many problems in obtaining the job despite those people were selected at first.</p>
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Working with migrants and refugees helps to destroy stereotypes and raise awareness. You can really meet people, exchange experiences and start from their personal stories. This is true for hosting family or co-workers as well, and with time this has an impact on society. • For people working in this field, this is an opportunity to build a network that helps you growing both professionally and personally. • A big opportunity is given by the relationships that you can create; you become a facilitator who can understand the real needs of migrants and refugees and who can therefore support them efficiently, with the final goal of making people always more independent. • Networking. The opportunities given to migrants (such as education, professional training, internships) are not guarantee of integration themselves; it is essential to have a solid network to work with and a solid relationship with the migrant. 	<p>THREATS</p> <ul style="list-style-type: none"> • Avoid substitution mechanisms; • Abandon the idea that the counsellor should give information and the other person should only receive it, but create a dialog; • Being able to see in the other person a learning and growing opportunity. • Lack of guarantees: people often arrive without references or specific information on their profile. • Transitory nature of their situation both for their career and accommodation. • Difficulty in establishing a medium-long term path due to their sense of urgency. • - Difficulty in framing their project and needs. This depends, in part, on a difficulty in creating a trusting relationship with people who are used to choose independently and not seeking help. • Difficulty in creating reciprocity between the host and the migrant. On the one hand, we try to lower the expectations of host families or employers and, on the other, we try to ensure that migrants do not close completely in himself. It is complex because there are barriers, including cultural ones, and tensions can easily be created. • Difficulty in relating with women: all the problems encountered with men are accentuated when it comes to women or girls, it is particularly difficult to frame their needs and make sure that they share them with us. • Despite the presence of many different projects, it can take up to ten years for people with a migrant background to find their place in society. In this sense, the main challenge is to build, from these projects, public policies that take into account the difficulty and complexity of migrants' lives. • There is often a tendency to categorize migrants, according to their country of origin or characteristics they have in common. Even if it is important to consider the common traits coming from the migratory experience, individuality must always be kept in mind.



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SWAPWest – SWOT ANALYSIS (FOR STAKEHOLDERS)

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Agencies working with target group can provide much needed access to the internet • On-line learning will continue due to scarce resources • Target groups are called ‘guests’ not asylum seeker or refugees in one agency • Workers Education Association offer assessment for ESOL • Accommodation is provided in some places an en-suite room for single men with communal living areas, access to the internet and support team available to help with administration • Vouchers issued for travel to college, stationery given free, quiet space offered for study • Agencies act as advocates for clients • Advice on career goals including how to achieve these • Raising awareness and liaising with employers to offer paid work placements 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Registration for ESOL must be done on the internet – no access for target group and libraries closed because of cuts in funding and Covid-19 • Long waiting lists for ESOL (2 years) • Target group is new to the locale so do not know where to find information • Lack of language prohibits registration for opportunities and social integration • No money for travel to access services • Tests needed to assess language level before being assigned to a class but since these were done in libraries, this is proving impossible • Lack of awareness of processes in host country • Target groups are barred from F/T courses until they achieve settled status and may not be issued certification for what they have achieved • Lack of knowledge of when and how to apply for courses • Lack of knowledge of learning provision outwith the local areas • Lack of awareness of variety of courses/employment opportunities
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Some agencies offer drop-in sessions for ESOL • On-line learning during the pandemic • P/T course can build towards certification • Some agencies on the stakeholder meeting did not know of one another • Signposting to other agencies with a more focussed approach to individual needs • Better liaison between agencies to share knowledge of career and education offers including apprenticeships • Fair Start programmes available in some areas but if target group make use of this, they are not permitted to approach other agencies for support • Open University pilot programme ‘Pathways to Study’ for people with no qualification (distance learning) • Funding to offer a package of advice available to all refugees and asylum seekers to allow them to research what is available at an early stage so they are prepared to move on 	<p>THREATS</p> <ul style="list-style-type: none"> • Mental health issues through no routine activities • Universal credit (social security payment) is stopped when attending a F/T college course and bursary does not equal it in real terms • Funding may be withdrawn



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SWAPWest – SWOT ANALYSIS (FOR TARGET GROUP)

<p>STRENGTHS</p> <ul style="list-style-type: none"> • The target group’s understanding of education and training opportunities was good • The target group’s reception into the host country was good • The support offered to the target group was fair to good 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • The target group’s understanding of the job market could be better • The target group’s understanding of bias required reassurance around employment practice • Uncoordinated policy does not encourage the target group to seek support • Language training varies from agency to agency in length of time and level of ability. • Many agencies are not aware of what others in the same field offer in terms of support and are limited by funding streams to what type of support they can offer themselves. •
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Taking part in the FETI project offered a focus for activities to allow the target group to self-assess their competences and encourage interaction with supportive agencies • Courses and training are available once refugees and asylum seekers are directed towards them • Self-employment in this group is high with government assistance available for start ups 	<p>THREATS</p> <ul style="list-style-type: none"> • Potential threats are cuts in funding for this type of programme due to demands on budgets elsewhere • Covid-19 variants mean restrictions that would isolate the target groups from society • Changes in UK Government policies might mean a focus on excluding refugees and asylum seekers from education and training programmes, and from the labour market. • Government policy might also bring a requirement for those seeking refuge to have skills that are in demand in the labour market and may excluding others.



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ISTANBUL UNIVERSITY – SWOT ANALYSIS (FOR STAKEHOLDERS)

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Availability of Arabic-speaking staff for beneficiaries with language barriers • Presence of internal and external support for language education • Due to the fact that there are many projects that have already been done for the target group, the service steps are clear and well settled. • No resource problem for the state based institutions. • Higher sustainability of the services in the state based institutions. • All services are free (financial competence) • Wide range of services and expert staff • Easy physical accessibility due to high number of offices • Usage of internet, social media and digital tools especially during Pandemic • Services are open to refugees as well as local people • Having detailed information about the employment conditions for the immigrants • Being able to offer integrated services • Doing field/needs assessment before offering any kind of activity. 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Lack of common data about the beneficiaries and project outputs made in other institutions and problems in sharing information • The problem of matching the consultant's qualifications with the work they do (skills mismatch) • Sustainability problems in services offered by the NGOs due to their project-based work • Difficulties in the follow-up phase of the services provided (the tracking system is not well established in most of the NGOs) • Language problems between consultants and refugees • Lack of knowledge of the public officials on immigration related issues/services • The lack of expertise of the experts providing consultancy services on issues such as empathy, communication, social cohesion • Counsellors' lack of knowledge about the culture, education system and social characteristics of the refugees' country of origin. • Unsustainability in the services caused by the fact that career counseling is not conveyed systematically and being project-based • Working life conditions and norms of the host society do not coincide with the cultural practice of refugees • Not having an exit strategy
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Availability of international projects and financial supports • Cooperation with international organizations (UN, ILO, EU, etc.) • Presence of domestic projects and financial supports • Having a wide network in terms of directing to employment • Existence of a large number of private and public-based institutions that provide services for the target group • Having many projects that support each other at the same time • Granted legal rights (temporary protection status) 	<p>THREATS</p> <ul style="list-style-type: none"> • The presence of short-term support and policies rather than long-term • Problems with social cohesion • Sudden changes in legal regulations and adaptation problem • Meeting physiological needs as the basic requirement and the inability to move on to other areas without addressing these needs • Inability to solve the language problem in the short term • Inability of the host country and refugees to engage in adequate dialogue due to language and cultural adaptation • The treat of addiction to aid



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ISTANBUL UNIVERSITY – SWOT ANALYSIS (FOR TARGET GROUP)

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Immigrant and refugee students think that Turkey's cultural values are close to their own culture. • Feeling Turkey's cultural values are close to their own helps them to adapt quickly to the business world. (It is a kind of positive effect but not enough.) • Immigrant and refugee students study in a department similar to the department in the country they come from. • Although immigrant and refugee students have language problems, they are generally capable to solve this problem when they are provided opportunities • Immigrant and refugee students in Turkey are well educated 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Immigrant and refugee students don't know how to look for a job. • Immigrant and refugee students are not aware of the opportunities provided for them. • Immigrant and refugee students don't know the employment system of the host society. • Immigrant and refugee students have difficulties in expressing themselves in Turkish. • Immigrant and refugee students have very few Turkish friends. • Immigrant and refugee students are not aware of the education system and education opportunities in Turkey. • Self-efficacy of immigrant and refugee students is low in terms of finding an appropriate job as matching with their qualifications. • Students think that their legal rights in Turkey are limited. This situation prevents them from trusting other people living in Turkey. • Immigrant and refugee students are not aware of their rights in workplace.
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • The fact that refugee students feel close to Turkish culture allows them to have many job opportunities. • There are a big number of immigrants in Turkey that provides them with opportunity to find a job as they speak the same language. • Immigrant and refugee students in Turkey are well educated and they are more open to changes and new opportunities. 	<p>THREATS</p> <ul style="list-style-type: none"> • Immigrant and refugee students generally don't know how to look for a job, so it is hard for them to be placed in an appropriate position which matches with their capabilities. • Immigrant and refugee students are not aware of the education system in Turkey, so they are not aware of the opportunities in terms of MA and PhD programs. This situation prevents them from pursuing an academic career. • As immigrant and refugee students think that their legal rights in Turkey are limited, they may not be capable in terms of defending their rights. • As immigrant and refugee students are not aware of the opportunities provided for them, they may feel lonely and psychologically hopeless and vulnerable to unethical actions. • Immigrant and refugee students are worried about finding a job in Turkey. So, they tend to get a job which does not match with their capacity and educational background. • As refugee students have difficulties in expressing themselves in Turkish, they are



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	<p>vulnerable to potential threats in their social environment.</p> <ul style="list-style-type: none"> • Refugee students are at risk of being exploited because they do not know the employment system in Turkey. • Socializing with few Turkish friends have negative impact on improving their language.
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