

# From Exclusion to Inclusion (FETI)

## Intellectual Outcome 5

### Best Practice Guide

#### **PROJECT INFORMATION**

**Project acronym:** FETI

**Project title** From Exclusion to Inclusion – A model towards upskilling and Integration

**Project number** 2019-1-NO01-KA204-060276

**Sub programme or KA A2:** Cooperation for innovation and the exchange of good practices. A204: Strategic partnerships for adult education

**Project website:** [www.fetiproject.com](http://www.fetiproject.com)

## Executive summary

The FETI Intellectual Output 5: *Best practice guide* aims to outline and validate the findings of our project and to highlight the guidelines, ethics or ideas that represent the most efficient or prudent course of action in working with immigrants and refugees.

This report has been drafted by ENGIM and adopted by the project consortium following discussions at virtual meetings and the transnational meeting held in Turin from 20/04/2022 to 22/04/2022 and the provision of templates of tools, charts, the short course for practitioners with Prezi and podcast, for gathering the information. The document will be revised as required and discussed at the final project meetings, and translated in due course into Turkish, Italian, and Norwegian.

The final product of IO5 will highlight the results and the creation of the FETI model, in order to link together all the previous outputs to trace a common course of action in the field of guidance. It is of fundamental use to all partners but also to the many stakeholders who work with the migrant and refugee populations in Europe, and who are interested in discovering a new approach/methodology in the early stages of the inclusion process.

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## 1 – FETI Project

The FETI project is an initiative aimed at matching the asylum seeker and refugee participants' skills to the current needs of the labour market. There are many factors which contribute to their 'social exclusion'. Some of the target group 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. At the same time, it became clear to us through the work on the project that there are several factors that affect the individual's career development. Both the context in the recipient country and the home country affect the individual's career development and their opportunities for participation in the labour market. At the same time, we saw that the guidance the individual refugee and immigrant receives also has an impact on their ability to participate in working life.

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. At the same time, the project points out that the recipient countries also do not always facilitate the structures for adequate inclusion of foreign competences in the respective labour markets.

The project intends to contribute to this process through:

- Better integration for immigrants / migrants;
- Support for social inclusion;
- Better mapping of existing skills;
- Provision of professional advice;
- Provision and reporting of skills development opportunities;
- Increase of employability through the development of basic skills
- Raise awareness of the recipient countries' strengths and weaknesses at a systemic level in order to achieve social cohesion

### Project partnership

Project leader (P1) - Oslo Voksenopplæring Servicesenter, Norway

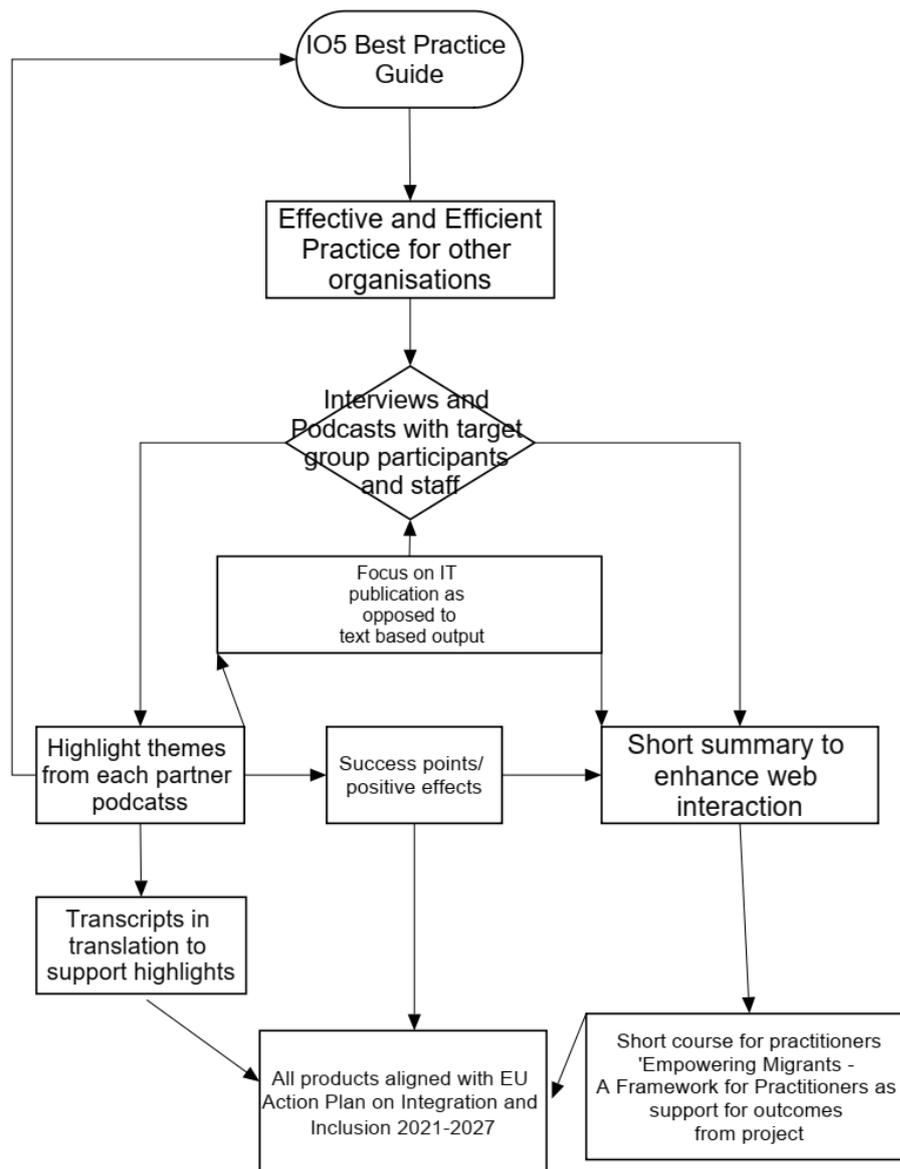
P2 - Engim Piedmont Association, Italy

P3 - Istanbul University, Turkey

P4 - Scottish Wider Access Programme West SCIO, United Kingdom

## 2 – Intellectual Output 5

Intellectual Output 5 is focused on the effective and efficient practices used by the respective partners with the target audience: moreover, it includes the voices and experiences of some participants of the FETI project and of professionals working with migrants and refugees thanks to the production of podcasts that are available on the project website ([www.fetiproject.com](http://www.fetiproject.com)).



These testimonials aim to understand and to analyse the contents that emerged from the interviews: the effect of the FETI model and activities on the participants and if the proposed approach actually helped or innovated the first stages of approach with the target audience for professionals (counsellors, social workers, etc.). The identified activities will be presented in short charts that describe an activity or a good practice used by the partners in the reference contexts.

The FETI project aimed to enhance social cohesion for migrants moving to the partner countries by producing a model for practitioners to follow during the transition period.

Within that model, the partners elected to produce a short course for the practitioners in the field to assist them with their role. During research into the work of agencies and organisations involved with refugees and asylum seekers, it became obvious that many staff had never had any training for their role. In a small way, FETI hopes to help with this lack.

The FETI Framework for Practitioners will offer support to facilitators taking them through the different stages of the model: Meeting the Person, Removing the Gap, Accessing the Labour Market and Accessing Education to a case study of a migrant, while guiding them to support materials and advice and offering examples of fictional personas drawn from the experience of partners.

All products of the Intellectual Output 5 are aligned with the EU Action Plan on Integration and Inclusion 2021-2027.

### **3 – Best Practice Guide**

#### **3.1 – The importance of the context and data analysis**

In the data collected and in the analysis of the context of the various partner countries (during the first Output) some similarities were noted that link together some fundamental aspects when it comes to the inclusion of migrants and refugees.

The data returned by the partners at that time showed a wide variation in both the number of refugee and asylum seeker populations in the localities and the provision of services to encourage them to integrate into existing societies. Turkey has by far the largest number (3.9 million) compared to Norway with 238,000, Italy with a foreign population of 5,255,500 residents of which, at the beginning of 2021, there are approximately 185,000 refugees. In Scotland there are 5,500 refugees.

Despite the great difference in numbers, the approach and activities of the operators and workers of the various partner countries have highlighted common areas of intervention on which the FETI model has been developed: cultural awareness, language barriers, lack of a guided and continuous orientation and skill assessment activities.

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

The model is also designed for operators and professionals who want to experiment with new methodologies and new approaches

#### **3.2 – Approach: FETI Model between Tools and Personas**

The model itself is a detailed guide on how to use the tools and the activities proposed from each partner.

The model has its foundations in its first two steps (1: Meeting the person and 2: Removing the gaps), the areas of actions common to all project partners in the phases of knowledge of the general situation of the migratory path up to that moment. We have seen how the problems are similar in these phases, despite the country in whichever country the person is located.

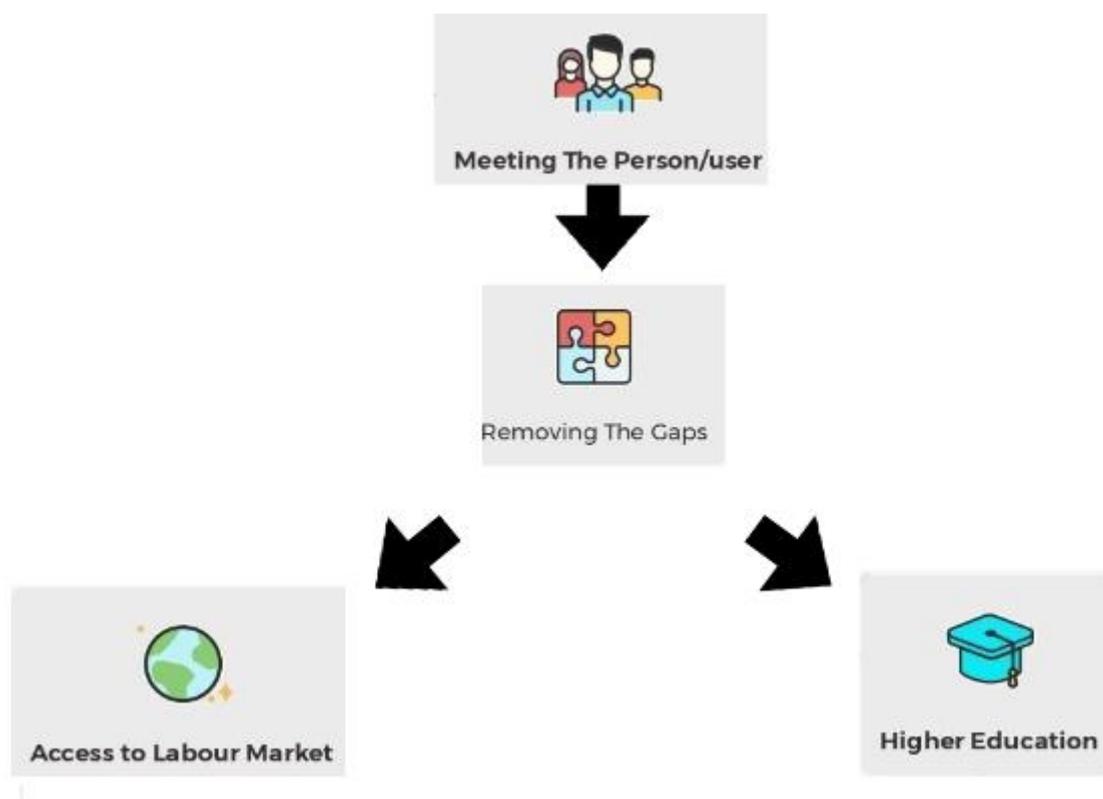
To give continuity to the path, starting from these two key points, the model can take two different directions: access to work or access to professional or academic training. The chosen path will be identified based on the results obtained from the orientation and skills assessment activities in the two previous phases.

Facilitators, social workers or associations that will use the model will adapt these two directions based on the availability of resources and possibilities given by the social policies and inclusions of reference in their country, and, obviously, on the basis of the will and personal and professional background of the individual previously discussed.

The activities and tools proposed are intended as a support to those who are involved in the provision of services to assist refugees and asylum seekers with their resettlement in the country of residence and to provide routes for them to access education and employment by focussed discussion and assessment of their aspirations and pre-existing skills.

The tools should be conducted through an intercultural approach. Every professional who is currently working with refugees is necessarily called to deal with diversity and cultural pluralism in the performance of their task; all this translates into the need to use an approach that tries to understand the other person's perspective. The intercultural counselling addresses people (individuals, groups, families, communities) belonging to minority groups, with the aim of favouring their introduction, adaptation and integration, improving and supporting them in dealing with the transition crises that are typical of migration processes.

### The FETI Model



To facilitate the path progress, we have created the "Personas", fictional characters who include characteristics that can be typical for the participants. The Personas are a way to exemplify users taking into consideration that the tools of the FETI project are available to a wider audience that may have no experiences with refugees or migrants. For this reason, having some visual examples proved useful

especially in a period where being able to experience the FETI model in personal presence was very difficult due to restrictions caused by the COVID 19 health emergency.

The different personas show how different tools and methods can be used with the model (and in different institutional and cultural contexts). The personas also show how we can work with the target group in numerous ways according to their different individual needs and contexts.

### **3.3 Activities, tools, and best practice description with charts**

The activities, and the approach in general of the model, require to be tailor-made to the individual and also show a degree of consistency, to allow a better process of integration by migrants and refugees.

This approach ties together the different situations of the FETI partner countries by proposing small but targeted and concrete actions to provide an approach methodology that could, in our opinion, be used at European level by different types of professionals facing this situation for the first time, or who have little experience with the project target groups.

In this best practice guide each partner organization has chosen 1-2 tools that the partners have tried during the project period. The following charts highlight strengths, weaknesses, advice and possible proposals to pinpoint the best use of the chosen tools:

1. ORGANIZATION, COUNTRIES	
Organisation	Scottish Wider Access Programme (West)
City & Country	Glasgow, Scotland
Contact / Website	<a href="https://www.scottishwideraccess.org/west-about_swap_west.php?section_id=180">https://www.scottishwideraccess.org/west-about_swap_west.php?section_id=180</a>

2. DESCRIPTION OF THE INITIATIVE/TOOL	
Title	Taking Stock
Aspects addressed / Field covered	<input checked="" type="checkbox"/> Education <span style="float: right;"><input type="checkbox"/> Employment</span> <input type="checkbox"/> Professional training <span style="float: right;"><input type="checkbox"/> Entrepreneurship</span> <input checked="" type="checkbox"/> Social inclusion <span style="float: right;"><input type="checkbox"/> Other :.....</span>
Geographical coverage	<input checked="" type="checkbox"/> Local <span style="float: right;"><input checked="" type="checkbox"/> National</span> <input type="checkbox"/> Regional <span style="float: right;"><input type="checkbox"/> European</span>
Ownership of tool	<input type="checkbox"/> FETI Partner / External Organisation <input type="checkbox"/> Own organisation
Summary of the engagement with the FETI Project (250 words max)	SWAPWest was a full partner in the Erasmus+ project that comprised FETI. We have been engaged with all aspects of the project, especially in the advice and guidance given to learners and potential learners.

3. IMPLEMENTATION OF THE INITIATIVE	
Aim of the TOOL	Since the aim of the project was to develop and implement a model which increases the chances of the participants, from refugee and asylum seeker populations, of recognising their competences and engaging with education, training or work to integrate them into the communities in which they find themselves, we considered tools which would be relevant for them to self-assess their competence level in a range of areas which would be beneficial to both those returning to work and those planning to return to education.
Implementation Tools/activities	<p>The Taking Stock 1 workbook is part of SWAPWest’s Preparation for Higher Education module. Taking Stock encourages students to recognise personal skills and competences, and to identify areas for improvement. The workbook asks a series of questions aimed to:</p> <ul style="list-style-type: none"> <li>identify recent successes; relate these successes to personal and social competencies;</li> <li>identify core skills; relate these skills to those required for learning;</li> <li>identify areas for improvement and set targets for achieving shortfalls. This tool is available as a word document (downloadable from the SWAPWest website), or in an online form.</li> </ul> <p>Core skills include:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Working With Others</li> <li>• Numeracy</li> <li>• Information Technology</li> </ul>

	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Reflection</li> </ul> <p>We incorporated the tool into a workshop format for the target group from various agencies. Due to the pandemic, we were obliged to offer this on-line only but it would work equally well, and possibly better, as a face-to-face session.</p>
<b>Professionals involved</b>	SWAPWest Staff College Tutors Staff from refugee and asylum seeker support organisations
<b>Coordination</b>	Kenny Anderson

4. ASSESSMENT/IMPACT	
<b>Expected impact</b>	The impact was expected to increase the participation and social inclusion of refugee and asylum seeker populations and encourage those not in employment, education or training to take some initial steps towards social cohesion.
<b>Evaluation of the initiative</b>	Each session was evaluated and learners stated that they were more aware of their competences and that their confidence had improved. In the past year, we have noticed an improvement in awareness of competence levels from those taking part in the project activities.
<b>Evidence from the professionals involved</b>	Podcast interviews
<b>Evidence from the target group</b>	Podcast interviews

5. TRANSFERABILITY/REPLICATION OF THE INITIATIVE	
<p><b>Has this initiative been implemented with other groups ?</b>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N</p> <p>Partially</p> <p><b>If YES, briefly describe where and indicate if there are any differences. What are the criteria and the elements that made this possible?</b></p> <p>The tools have been used with several external organisations (e.g. colleges of further education, refugee support agencies) where we have been able to access potential clients. We tried as far as possible to use the tools with refugees and asylum seekers from the African sub-continent and Asia. Because we had little control over the make-up of these groups, we also delivered to clients from other nationalities. The most applicable element to make this possible was SWAPWest’s reputation for working with socially excluded potential learners from all walks of life and the agencies we dealt with had previously worked with SWAPWest in the past or had heard of our successes.</p> <p><b>If NO, , do you think it would be possible to apply this initiative in other countries and contexts? In particular, which actions could be applied? What elements are core to the objectives ?</b></p>	

1. ORGANIZATION, COUNTRIES	
Organization	ENGIM
City & Country	Rome, Italy
Contact / Website	<a href="https://www.engiminternazionale.org/ong/">https://www.engiminternazionale.org/ong/</a>

2. DESCRIPTION OF THE INITIATIVE/TOOL	
Title	PAI (from PUOI project)
Aspects addressed / Field covered	<input type="checkbox"/> Education <span style="float: right;"><input checked="" type="checkbox"/> Employment</span> <input checked="" type="checkbox"/> Professional training <span style="float: right;"><input type="checkbox"/> Entrepreneurship</span> <input checked="" type="checkbox"/> Social inclusion <span style="float: right;"><input type="checkbox"/> Other :.....</span>
Geographical coverage	<input type="checkbox"/> Local <span style="float: right;"><input checked="" type="checkbox"/> National</span> <input type="checkbox"/> Regional <span style="float: right;"><input type="checkbox"/> European</span>
Ownership of tool	<input checked="" type="checkbox"/> FETI Partner / External Organisation <input type="checkbox"/> Own organisation
Summary of the engagement with the FETI Project (250 words max)	PUOI Project: The socio-occupational integration pathways through working and accompanying refugees towards autonomy (on the job training, traineeship); the construction of the instrument Individual Action Plans (PAI).

3. IMPLEMENTATION OF THE INITIATIVE	
Aim of the TOOL	<p>The job orientation process will be aimed at exploring in depth the migrant's life experience to develop maturity, proactivity and autonomy in the active search for training and job opportunities. In particular, it will be able to strengthen the individual's awareness of his/her skills for a future training and work experience, making expectations match with respect to his/her migration path.</p> <p>PAI is the tool which aims to enhance life and job experiences, through a complete description of: participant master data; educational qualification (if possessed); linguistic and working background of the participants through interview; goal set by the participant; results expected by the participant.</p>
Implementation Tools/activities	The training and accompanying activities for job search align with the aim of supporting the participants in the development of skills and abilities useful to actively promote their profile in the world of work and to facilitate job placement.
Professionals involved	Social worker, counsellors.
Coordination	---

4. ASSESSMENT/IMPACT	
Expected impact	The service aims to facilitate the job demand/offer meeting through services aimed at a faster job insertion of the participants through direct contact with potential employers and correlates with the other actions of the PAI which are complementary to the achievement of the goal of job placement. All activities must be reported in the PAI
Evaluation of the initiative	
Evidence from the professionals involved	Podcast interviews
Evidence from the target group	Podcast interviews

5. TRANSFERABILITY/REPLICATION OF THE INITIATIVE
<p style="color: #c00000;">Has this initiative been implemented with other groups ?</p> <p><input type="checkbox"/> Yes X No</p> <p>Partially ?Totally ?</p> <p style="color: #c00000;">If YES, briefly describe where and indicate if there are any differences. What are the criteria and the elements that made this possible?</p> <p style="color: #c00000;">If NO, , do you think it would be possible to apply this initiative in other countries and contexts? In particular, which actions could be applied? What elements are core to the objectives ?</p> <p>PAI is a tool within a project of the Italian Ministry of Labor (P.U.O.I) and which can only be used within the national context of Italy. But, "pieces" of the PAI tool could be taken to adapt them to different contexts such as: interview, the analysis of the participant's training and work situation, the medium / long-term analysis of the objectives, analysis of the inclusion path done so far etc.</p>

1. ORGANIZATION, COUNTRIES	
Organisation	Oslo Voksenoppl�ring Servicesenteret
City & Country	Oslo, Norway
Contact / Website	<a href="https://felles.oslovo.no/">https://felles.oslovo.no/</a> <a href="https://karriere.oslo.no/">https://karriere.oslo.no/</a>

2. DESCRIPTION OF THE INITIATIVE/TOOL							
Title	The lifeline tool						
Aspects addressed / Field covered	<table border="0"> <tr> <td>X Education</td> <td>X Employment</td> </tr> <tr> <td>x Professional training</td> <td>X Entrepreneurship</td> </tr> <tr> <td>X Social inclusion</td> <td><input type="checkbox"/> Other :.....</td> </tr> </table>	X Education	X Employment	x Professional training	X Entrepreneurship	X Social inclusion	<input type="checkbox"/> Other :.....
X Education	X Employment						
x Professional training	X Entrepreneurship						
X Social inclusion	<input type="checkbox"/> Other :.....						
Geographical coverage	<table border="0"> <tr> <td><input type="checkbox"/> Local</td> <td>X National</td> </tr> <tr> <td><input type="checkbox"/> Regional</td> <td><input type="checkbox"/> European</td> </tr> </table>	<input type="checkbox"/> Local	X National	<input type="checkbox"/> Regional	<input type="checkbox"/> European		
<input type="checkbox"/> Local	X National						
<input type="checkbox"/> Regional	<input type="checkbox"/> European						
Ownership of tool	<table border="0"> <tr> <td>x <input type="checkbox"/> FETI Partner / External Organisation</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Own organisation</td> <td></td> </tr> </table>	x <input type="checkbox"/> FETI Partner / External Organisation		<input type="checkbox"/> Own organisation			
x <input type="checkbox"/> FETI Partner / External Organisation							
<input type="checkbox"/> Own organisation							
Summary of the engagement with the FETI Project (250 words max)	We have used the tool with several of our beneficiaries in the FETI project. We have used the tool in individual sessions. We have tried to explain the tool, but not to guide them in too much detail so the person can make their own individual lifeline rather than a copy of our suggestion.						

3. IMPLEMENTATION OF THE INITIATIVE	
Aim of the TOOL	To get to know yourselves and your history. The beneficiary can talk about their background, see patterns and get an overview of their lives.
Implementation Tools/activities	We gave the person paper and different crayons and explained that they are to draw their lifeline and explain important events.
Professionals involved	The beneficiary, two career counsellors and a translator were present in our sessions.
Coordination	We made sure that we had different crayons and paper for the person to draw their own lifeline. We decided to not give too many examples to make sure we did not influence the person's lifeline.

4. ASSESSMENT/IMPACT	
Expected impact	We believe that this tool can be useful in a lot of settings and with a lot of individuals. It is a creative way to let the individual share their stories, and it might be easier to follow their stories as it is drawn on paper and provides more of a system. It is also a flexible tool that can be used in different ways.
Evaluation of the initiative	We saw that the different people we counselled acted differently towards this task. Some of them started drawing right after the instructions, while others needed more guidance and were more hesitant. One person decided not to draw on the provided paper, but rather talk and gesticulate in the air. This shows us that there is a need for individual adaptation of this tool, and that the career counsellor must

	<p>reflect on whether it is a tool to use with the particular beneficiary and in the particular setting or not.</p> <p>We believe that the tool can be useful with some beneficiaries. We found through this experience that some of the people we counselled saw some patterns and that they got an overview of their lives.</p>
Evidence from the professionals involved	Podcast interviews
Evidence from the target group	Podcast interviews

## 5. TRANSFERABILITY/REPLICATION OF THE INITIATIVE

Has this initiative been implemented with other groups?

X Yes  No

Partially ?Totally ?

If YES, briefly describe where and indicate if there are any differences. What are the criteria and the elements that made this possible?

This tool is known by several career counsellors in Norway, and it can be used in different ways. For instance, one might use it in a group, or like we did, in individual settings. Career counsellors can also add other elements, for example, look for RIASEC-codes in the person's story.

If NO, do you think it would be possible to apply this initiative in other countries and contexts? In particular, which actions could be applied? What elements are core to the objectives?

We believe this tool can be used in different countries and contexts. However, we feel that it is important to adapt it to the individual.

### 1. ORGANIZATION, COUNTRIES

Organisation	Oslo Voksenoppl�ering, Servicesenteret
City & Country	Oslo, Norway
Contact / Website	<a href="https://felles.oslovo.no/">https://felles.oslovo.no/</a> <a href="https://karriere.oslo.no/">https://karriere.oslo.no/</a>

### 2. DESCRIPTION OF THE INITIATIVE/TOOL

Title	My world of work	
Aspects addressed / Field covered	X Education X Professional training <input type="checkbox"/> Social inclusion	X Employment X Entrepreneurship <input type="checkbox"/> Other :.....
Geographical coverage	X Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> European
Summary of the engagement with the FETI Project (250 words max)	We tried the My world of work, About Me tool with one of our beneficiaries. One of the career counsellors translated the statements from the tool to Norwegian, and the translator then translated to the mother tongue of the beneficiary. We went through all the statements, and the beneficiary claims that she recognised the "result".	

### 3. IMPLEMENTATION OF THE INITIATIVE

Aim of the TOOL	The My World of Work 'Skills Explorer Tool' helps participants identify personal, social and learning competences, and suggests suitable forms of employment.
Implementation Tools/activities	Through our translator we explained the tool, and that the beneficiary was to choose the statements that she felt most accurate for her. One of the career counsellors was on the computer and translated the statements to Norwegian, and the translator translated to the mother tongue. The beneficiary then gave her answer, and the career counsellor pressed the chosen answer. We then went through and discussed the results
Professionals involved	The beneficiary, two career counsellors and a translator were present during the use of this tool.
Coordination	It is necessary with internet access. If the person does not speak English (like in our case) one should have a translator

### 4. ASSESSMENT/IMPACT

Expected impact	We expected the tool to be an aid in our conversation, and that we can use the tool to ask further questions of the individual.
Evaluation of the initiative	In our session we needed to translate the statements twice (from English to Norwegian and then to the beneficiary's mother tongue), which made it a bit time-consuming and due to several translations might alter some of the statements from their original meaning. However, the beneficiary said that the result felt right. We feel that the tool is a good conversation starter and that one

	can use the tool and then continue with further "investigation" as to what the person might wish to do.
Evidence from the professionals involved	Podcast interviews
Evidence from the target group	Podcast interviews

## 5. TRANSFERABILITY/REPLICATION OF THE INITIATIVE

Has this initiative been implemented with other groups?

Yes X No

Partially ?Totally ?

If YES, briefly describe where and indicate if there are any differences. What are the criteria and the elements that made this possible?

In Norway we have some similar tools (for example VIP24 and Karriereverktøy) where the person is to answer similar questions and from that get a RIASEC-code. The results and different opportunities for the individual can be discussed from the results.

If NO, do you think it would be possible to apply this initiative in other countries and contexts? In particular, which actions could be applied? What elements are core to the objectives?

So far, we have only used this tool with one beneficiary. However, we feel that this is a tool that can be of use to others as well. There might be a need for translations if the individual does not speak English. We also believe that the tool is a conversation starter, rather than a clear answer to the person when it comes to what they should do with their lives.

1. ORGANIZATION, COUNTRIES			
Organisation	Istanbul University Career Development Practice and Research Center		
City & Country	Istanbul, Turkey		
Contact / Website	<a href="https://kariyer.istanbul.edu.tr/en/">https://kariyer.istanbul.edu.tr/en/</a>		
2. DESCRIPTION OF THE INITIATIVE/TOOL			
Title	The lifeline tool		
Aspects addressed / Field covered	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input checked="" type="checkbox"/> Education  <input checked="" type="checkbox"/> Professional training  <input checked="" type="checkbox"/> Social inclusion                 </td> <td style="width: 50%; border: none;"> <input checked="" type="checkbox"/> Employment  <input checked="" type="checkbox"/> Entrepreneurship  <input type="checkbox"/> Other :.....                 </td> </tr> </table>	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Professional training <input checked="" type="checkbox"/> Social inclusion	<input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Other :.....
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Geographical coverage	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Local  <input type="checkbox"/> Regional                 </td> <td style="width: 50%; border: none;"> <input checked="" type="checkbox"/> National  <input type="checkbox"/> European                 </td> </tr> </table>	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input type="checkbox"/> European
<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input type="checkbox"/> European		
Ownership of the tool	<input checked="" type="checkbox"/> FETI Partner / External Organisation <input type="checkbox"/> Own organisation		
Summary of the engagement with the FETI Project (250 words max)	We have used the tool shared by Oslo Voksenopplaering Service Senter to evaluate the needs of our beneficiaries . After having our first group meeting where we gave information about the project and our aim we used the tool in individual meetings with our beneficiaries. This tool is quite useful in the first individual meetings with the beneficiaries.		
3. IMPLEMENTATION OF THE INITIATIVE			
Aim of the TOOL	This tool helps get to know the participant's history. Since our aim is to understand our beneficiaries' case and aims, by examining their lifeline, we can understand their background and get an overview of their lives clearer		
Implementation Tools/activities	We have used the Lifeline Tool by still giving the beneficiary paper and a pen when they do not feel comfortable letting them write down their lifeline and explain important events. But it was performed by the career counsellors as well during the interview process by asking questions to the beneficiaries and listening to them.		
Professionals involved	At individual meetings, generally a counsellor and a beneficiary and there may be a translator if needed. In group sessions, two career counsellors and not more than 5 beneficiaries and a translator if needed.		
Coordination	We gather required information in terms of their background, problems in the host country and their future needs. After drawing their lifeline, we show them the related document.		
4. ASSESSMENT/IMPACT			
Expected impact	We think this tool is quite useful for different settings by its potential to induce different beneficiaries to have another/different perspective on their life by letting them to share their life in a creative way. .		
Evaluation of the initiative	Some beneficiaries have hesitated to share their life in the first step. For these people, it was difficult to make an appropriate lifeline but after two or three		

	meetings we have gathered more information and have a clearer overview of their lives.
Evidence from the professionals involved	Podcast interviews
Evidence from the target group	Podcast interviews

## 5. TRANSFERABILITY/REPLICATION OF THE INITIATIVE

Has this initiative been implemented with other groups?

Yes  No

Partially ?Totally ?

If YES, briefly describe where and indicate if there are any differences. What are the criteria and the elements that made this possible?

The related tool was quite useful for individual meetings. But some beneficiaries hesitate to draw this kind of lifeline. For these individuals, we have drawn instead of them. This tool is useful since it helps the counsellor to understand the background of the individual in a holistic way.

If NO, do you think it would be possible to apply this initiative in other countries and contexts? In particular, which actions could be applied? What elements are core to the objectives?

It can be implemented with other groups, other countries and contexts.

#### 4 - Professionals and beneficiaries voices and experience – Podcasts analysis

The idea of podcasts stems from the need to share the experiences and voices of beneficiaries and facilitators who participated in the FETI project in an accessible and open format. All partners shared a list of questions and topics to be addressed in the interviews and they chose selected stakeholders to share this opportunity.

At the end of this process, most partner organisations have produced 2-5 interviews (5 to 10 minutes long). There are interviews both with social workers/practitioners/counsellors and with participants from the target group in the FETI project. Complete transcriptions of the interviews can be found in the appendices, while the audio files can be found on our website: [www.fetiproject.com](http://www.fetiproject.com)

##### 4.1 – ENGIM (Italy)

**Massimo Pierini:** Massimo is the head of ENGIM's Solidarity and Inclusion Centre. He has been working with foreigners and migrants in the Rome area since 2004. Among the activities he also collaborated in the experimentation of the tools proposed by the FETI project.

*I believe that integration through work is one of the fundamental aspects for the success of a successful inclusion path. Everything must also go hand in hand with language training which is one of the biggest barriers we encounter with our beneficiaries.”*

**Elena Lepore:** Elena is a psychologist working as counsellor and trainer in ENGIM Torino vocational training centre and also working in the ENGIM Job insertion service. She is an experienced counsellor and she found that the FETI tools are very good in order to work with beneficiaries because they are based on alternative approaches (use of images, craft activities) and they help overcome language barriers.

*“We must be able to listen a lot, to put ourselves in the perspective of getting out of stereotypes and preconceived ideas. There are very different life stories and every time, even in the training courses there is a very heterogeneous target. Foreign person means many things and different experiences, so it is worth listening to the single story and trying to build an individualized path.”*

**Didier, beneficiary:** Didier is 41 years old and comes from the Ivory Coast. He arrived in Italy with his family, fleeing the civil war that occurred in his country in the period between 2009 and 2010. Didier experienced a difficult time due to the job crisis triggered by the Coronavirus pandemic. He lost the job he had in a farm and found himself having to make a very delicate decision: invest his time in looking for another job or invest in himself and in the search for a professional course to improve his skills and knowledge in the field of gardening and agriculture. During this decision-making process, he

was helped by ENGIM operators within the FETI project, and thanks to the job orientation and skills assessment activities provided by the project, he made the decision to send his application for "Rete Verde" (in English "Green Network"), a professional training organisation which also includes a paid internship within a company in the sector.

*"I cannot live in a new country and have no hope for the future. Here I hope to stay here, have a job with a permanent contract, expand my family [...] now I have a daughter and a wife and for me it is essential for our stability, to be able to get a permanent contract."*

**Sekou, beneficiary:** Sekou is a 31-year-old man who came from Mali to Italy more than 8 years ago, following the 2012 coup d'état in his country. Thanks to the ENGIM "Rete Verde" (in English "Green Network") project, Sekou is now following a professional training course to become an agricultural operator, and in June 2022 he will also start a paid professional internship to experience and learn new processing techniques in the field of gardening and agriculture.

*"Generally speaking, we, migrants, need courses and projects like this (FETI) so that they help us to improve our working and training conditions, for our future."*

#### **4.2 – Scottish Wider Access Program West SCIO (Scotland)**

**Martin Irwin:** Martin talks about the challenges of working with the target group and highlights that there is often a fractured approach and that a more formalised and joined up approach is needed. He details the informal approaches taken by organisations in the Glasgow area. Forced migrants have complex needs and individual stories and his work is time consuming, as well as being both challenging and rewarding. Martin has 'on the job training' but no formal training and here the FETI toolkit is helpful.

*"If we can, at the same time as formalising our approach to this stuff, if we can be leaning on and learning from projects like FETI, then I think it's all to the good, you know. I think it could have a wider impact".*

**Kenny Anderson, Director of SWAPWest** explains how his organisation has been involved with and has used the FETI Project materials with learners from adult refugee and asylum seeker backgrounds. He outlines the benefits to both them and the educational organisations he works with of the engagement of FETI.

*"One of the really nice consequences of the FETI project is that it's allowed us to think about some of the broader aspects of how we support and guide our refugee and asylum communities."*

**Prisca, beneficiary:** Access to Nursing student, Prisca from Zimbabwe, talks about her experiences of returning to study and the skills she has developed working with the project and the programme. She highlights the challenges of the language barrier and how this is overcome with support, guidance and encouragement. She details her growing confidence in being able to express her thoughts and feelings, despite her own sense of reserve.

*“I’ve learned not to give up, no matter what challenges you face, never give up”*

**Rato, beneficiary:** Mum of 2, Rato from Namibia, discusses her experiences of returning to education and her plans for the future after being granted asylum status. She talks about wanting to ‘give back’ to the community and the country for welcoming her. She wants to become a nurse and she describes the process she took to enrol on an Access Programme with SWAP. Rato discusses her initial doubts and challenges and goes on to talk about the dedicated support and guidance she received to help her to be successful.

*“The greatest benefit has been really just having that sense of belonging, that I belong to the group, and confidence within myself that I can do this, I’m capable and I have a very, very great team behind me, backing me up”.*

#### 4.3 – Istanbul University (Turkey)

**Cem Güney Özveren:** Cem is an instructor and Psychologist at Istanbul University. Career development, stress management and some issues related with social psychology are the areas he specialised in. He works with students at the university in terms of career counselling. He also serves as a psychological counsellor.

*“As I understand, we cannot use the tools for career counselling with the beneficiaries without taking into account the cultural differences as a fact.”*

**Professional from İŞKUR (Türkiye İş Kurumu-Turkish Employment Agency):** In this episode we talk with Cihat. He works at İŞKUR as a business club leader. They implement the model of “business club training” which is also performed in other countries such as the USA, the UK and Italy. In this system, they try to motivate the students, refugees, immigrants, drug addicts and other beneficiaries with fewer opportunities who are perceived as disadvantaged groups in work life etc.

*“The immigrants tend to socialise with the people from their country of origin and this process results negatively on their learning the language and education in general. Therefore, immigrants’ lack of language is our biggest problem.”*

**Abdullah, beneficiary 1:** Abdullah is from Syria. He used to be majoring in Business Administration at a university in Syria. However, as the war broke out he came to Turkey with his family. As a transfer student he was able to continue his education at Istanbul University. During university education, he has worked part time at various jobs. He wants to be an academician. Therefore, after earning his bachelor's degree, he continued his further education and started a master's program in Business Management, Organisational Behaviour Department at Istanbul University. He is working on his thesis now.

*“I can learn theoretical information at school, but I have had the opportunity to be aware of practical issues about work life in Turkey with you.”*

**Hiba, beneficiary 2:** Hiba is from Syria. She came to Turkey five years ago and now she is a student at Istanbul University, studying French language. She is married with a child. She does not work at the moment. She emphasises that the project has contributed to developing her Turkish language skills since it also provided an opportunity to practise Turkish.

*“I am now aware of the career options. Getting support and improving my language was so important for me and I made it with you.”*

**Ranim, beneficiary 3:** Ranim is from Palestine. She came to Turkey 5 years ago. Now she is a student at the School of Business at Istanbul University. She strongly thinks that she needs to develop her Turkish and taking part in the FETI project provided her with a kind of awareness towards the importance of learning the language as well as herself.

*“Being aware of myself is the greatest benefit in terms of this project.”*

#### **4.4 - Oslo Voksenoppl ring Service Senter (Norway)**

**Robin Vikaune Ciovina:** Robin is a career counsellor for newly arrived refugees in Oslo municipality. He is also one of the project leaders in the FETI project and has worked for over a decade in the field of integration. The most motivating part of his job is when the participant conveys that they have gained new insight about themselves in the conversation and emphasises that the conversation has been significant for their career development. He thinks the FETI project's development towards focusing on social cohesion is particularly positive.

*“It is important for me to be able to put myself in the other person's shoes, and understand how career learning, the way they make choices, is integrated into the lives they have lived in the past.”*

**Kristine Andersen:** Kristine is a career counsellor in Oslo municipality. She is also one of the project leaders in the FETI project and has worked with counselling and guidance her whole working life. She

points out that it is important to meet refugees where they are, and that the same tool cannot be used for everyone in the individual human encounters. Kristine says that the pool of tools from the FETI project is something she will continue to use in her career, as this provides a variety of opportunities in relation to guidance of the target group.

*"I do not think that one size fits all are appropriate when it comes to career counselling. So, I believe that we need to meet the person that is in front of us and try to find an approach that matches their needs."*

## **5. Short Course for Practitioners: FETI Empowering Migrants — A Framework for Practitioners** **The FETI-project – the project's transferability**

The FETI project aimed to enhance social cohesion for migrants moving to the partner countries by producing a model for practitioners to follow during the transition period, which for some will last years and for others have a shorter timescale.

Within the model we aimed to support both practitioners and asylum seekers and refugees – an innovative approach to the issue. As well as working with migrants in the early stages of their resettlement in the host country, we used existing and uniquely developed tools to increase their knowledge of Personal, social and learning (PSL) competences. These PSL competences are, according to the European Commission's definition of key competences, a wide range of skills that can cut across occupations and sectors<sup>1</sup>. As they promote self-confidence, they are central for learning programmes for low-skilled adults as many of the refugee population are. As experience and evidence from adult learning organisations and providers shows, it can influence all other key competences and is also a motivating factor to improve adults' attitudes towards learning. In the EU PACT on Migration and Asylum<sup>2</sup>, it is considered that a successful integration and inclusion policy is an essential part of the migration process to produce positive outcomes for the target groups involved and the general population. This should include early intervention and a process for engaging longer term.

Within education and training, the focus should be on recognition of existing qualifications and language training and within the employment sector, skills recognition to ensure employment opportunities are offered to those able to take them.

Since integration is a two-way process, there should be targeted support for these groups at all stages with a recognition that the earlier engagement with education, training and employment are undertaken, the better the inclusion within society will be. Emphasis within this should, where necessary, start with language learning, improved education participation and improved recognition of qualifications, moving to working with employers and partners within the labour market to promote employment and entrepreneurship allowing the migrants to integrate. These are not easy tasks for smaller organizations to achieve and it is recognized that many of them do not have the resources to provide all of this. Working in partnership and with state and government agencies is essential to fill the whole picture.

Responsibility for social inclusion rests with many organizations but empowering both the migrants and the host communities to engage with one another is essential to achieve the aim.

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<sup>1</sup> 'Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.'

[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7)

<sup>2</sup> [https://ec.europa.eu/home-affairs/policies/migration-and-asylum/pact-migration-and-asylum\\_en](https://ec.europa.eu/home-affairs/policies/migration-and-asylum/pact-migration-and-asylum_en)

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## **More Objectives, Stronger Link with Funding**

The EU Action Plan on Integration and Inclusion (2021-2027) <sup>3</sup>states 'Ensuring effective integration and inclusion in the EU of migrants is a social and economic investment that makes European societies more cohesive, resilient and prosperous'. The action plan covers all the stages of the integration process: pre-departure measures, reception and early integration, long term integration and the building of inclusive and cohesive societies.

The Plan provides an outline for the actions required to ensure that migrants are helped to integrate into the societies in which they find themselves and calls for action from the member states to achieve this aim.

Specifically it:

- points (out) that the Action Plan on Integration and Inclusion 2021-2027 (hereinafter the 'Action Plan') is broader in scope than the previous one: unlike its 2016 predecessor, it covers not only migrants, but also EU citizens "with a migrant background".
- acknowledges that the Action Plan addresses all policy areas that are essential for the socio-economic and political integration of newly-arrived migrants, and gives an overview of the list of European initiatives in different fields that can have an impact on migration and integration.
- supports the objectives proposed by the Action Plan in key sectoral areas. However, these are examples of possible actions rather than measurable targets.
- highlights that the integration and inclusion tools listed in the Action Plan are mainly in the hands of national, regional, and local authorities. Action at EU level is complementary and designed to promote, facilitate, and coordinate collaboration. There are no global or specific objectives for Member States, but only recommendations.
- points out that the real challenges lie in implementing these policies.
- encourages the Commission to put in place continuous monitoring of the Action Plan's implementation.
- emphasises that the value of work in general should be a thread running through the Action Plan, as work in all its different forms is a key aspect of integration and personal development.
- suggests that the Commission makes access to funding on migrants' inclusion and integration easier, for instance by creating a dedicated integration instrument.
- fears that funding for integration will gradually slip down the priority list.
- emphasises the importance of civil society in general for integration into the local way of life, as well as the specific role of unions and employers' organisations.

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<sup>3</sup> [https://ec.europa.eu/home-affairs/policies/migration-and-asylum/legal-migration-and-integration/integration/action-plan-integration-and-inclusion\\_en](https://ec.europa.eu/home-affairs/policies/migration-and-asylum/legal-migration-and-integration/integration/action-plan-integration-and-inclusion_en)

## **Education, employment, housing and health**

These four areas of integration encompasses a wide range of commitments which go in the direction recommended by local authorities and civil society organisations. Also, the emphasis is on a multi-stakeholder approach and the local authorities' role in integration, which builds on previous experiences, and represents an important focus ensuring an emphasis on best practices.

Developments cover the assessment and validation of skills as well as the mainstreaming of language learning in employment and education, and a strong emphasis on skills recognition. When it comes to employment, the Action Plan fails to recognise that getting decent pay and working conditions that provide financial stability and work-life balance are essential to inclusion. Migrants are significantly more vulnerable to precarious, short term and insecure employment, being often forced to accept degrading working conditions due to their visa arrangements. Ensuring that migrants are aware of their workers' rights and put in the conditions to access justice through access to information is a precondition for their stability and acceptance in society.

## **Women and Girls**

Particular difficulties are faced by women and girls, partly from the cultures that they are used to and partly from attitudes to traditional roles for men and women. The Action plan attempts to level the playing field for these groups but there is no compulsory sanction for when this does not happen. It does, however, place a duty on local areas to welcome newcomers and include them in activities.

## **Role of Practitioners**

No less a duty lies with the practitioners in these local areas who must explain local rights and duties and deliver support during the integration phases. Although bringing a wealth of experience to their roles, these employees are often not supported in the role through a dearth of training and education packages and FETI hopes to be able to fill some of this gap.

While there are tools to speedily assess the skills of migrants and level their learning, no such tools exist for the facilitators, and they are often left trying to access support through their own networks.

LifeComp<sup>4</sup>, the European framework for personal, social and learning to learn competences, further explores the role of these skills and competences, aiming to create a common understanding and language for PSL competences and to initiate a set of agreed guidelines for the flexible implementation of PSL curricula.

Learners can be assisted by guidance staff, counsellors or facilitators to make their own identification of learning needs and self-assessment of skills. This also complies with the recommendations of Upskilling Pathways, in which learners' knowledge and skills are valorised over several levels.

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<sup>4</sup> Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911. Online: <https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>

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FETI is therefore divided into two sections: support for the target group and support for the facilitators and their organisations.

### Support for the target group

The needs of the target group - especially those from disadvantaged backgrounds and with very low levels of previous education - are not limited to learning or employment needs in specific areas. They go far beyond learning and employment and, when working with beneficiaries with these backgrounds, many factors require to be considered at the start of each individual pathway:

- **Language:** Is the beneficiary competent in the language of the host country? Will he/she be able to take advantage of learning, training or employment opportunities? Do these speakers of other languages and learners with general comprehension difficulties or low literacy skills need special support? Are there other (often undiagnosed) conditions that will need to be considered?
- **Health and wellbeing:** Is the target group resilient to stress? How is their general level of well-being and health?
- **Motivation:** What is this person's motivation to participate in education, training or employment? Do they want to participate on their own initiative to develop their skills? Is participation in the activity necessary to be able to progress within the host country or are they being pressured to participate? Is it an obligation imposed by the labour market service or another institution and is participation linked to the payment of social benefits? What makes the activity relevant for the learner?
- **Family care work and household:** Does this group have caring responsibilities towards other, possibly underage, family members? How can the activity schedule be reconciled with these caring responsibilities? Are there any household obligations that members of the group may have to meet and that may (severely) limit the time available?
- **Managing workloads:** How did the beneficiary manage their workload at home/at their workplace/in their previous situation? Are they used to working to a deadline? Can they manage their workload in a self-directed way, or do they need support, e.g. by splitting up tasks into small portions?
- **Learning history:** What is the beneficiary's learning history? Has this learning been characterised by difficulties and effort (from their perspective)? Have there been any particular incidents in the learning history that have contributed to a negative attitude towards learning? Or does the beneficiary have a positive approach to learning or "intrinsic" motivation?
- **Work:** Does the beneficiary have one or more jobs and what are their working hours? Is this work at a level matching their existing qualifications and experience or is it a lower level to allow them to have some financial stability? Does the work require some flexibility in terms of time, which needs to be taken into account when the beneficiary undertakes other programmes?
- **Financing:** Who finances the participation? Is the activity fully funded by the central government or other national, regional or local authorities? Are beneficiaries asked to pay for participation in the programme themselves, or is participation (partly) paid for by a social or labour market institution? Does their employer (partly) pay for participation?

Many of these questions are very sensitive in terms of confidentiality and, if asked directly, beneficiaries might feel that their private space is being invaded. These are, therefore, rather questions for practitioners working with target groups from migrant backgrounds. Every person has a personal life story. During early sessions, biographical narrative interviews can be a useful method to learn more about the participants and their history and needs, and beneficiaries can choose for themselves how much information they want to share.

A tailored approach, combined with an open, inclusive and safe environment, ensures the motivation of participants. Experience from the piloting of the FETI programme in partner countries shows, however, that women are, in general, easier to motivate than men. Studies<sup>5</sup> have found that often men are more wary of education when not focused directly towards employment or economic opportunities. Men are also less likely to participate in programmes and courses that train “soft skills” because of a perceived “femininity”. Where men, however, see the benefits of a learning programme for their career, they are easier to attract to and retain in courses.

### **Support for Facilitators**

Stakeholders identified the need for training and support among counsellors, guidance staff adult learning staff as a central priority for the successful implementation of advice and guidance services for this vulnerable group.

Adult learning providers and organisations may offer different kinds of advice, guidance and “soft skills” training already, however, awareness raising about the needs of the beneficiaries in a range of areas including employment skills, training and education opportunities and recognition of PSL competences as routes to the aspirations of beneficiaries will help counsellors, guidance staff and adult educators get a better understanding of approaches and might also help them to systematise what they have been doing in other areas in an informal manner already.

Within that model, the partners elected to produce a short course for the practitioners in the field to assist them with their role. During research into the work of agencies and organizations involved with refugees and asylum seekers, it became obvious that many of the staff had never had any training for their role. In a small way, FETI hopes to help with this lack.

The FETI Framework for Practitioners will offer support to facilitators taking them from Meeting the Person, through Removing the Gap, Accessing the Labour Market and Accessing Education to a case study of a migrant while guiding them to support materials and advice and offering examples of fictional personas drawn from the experience of partners.

Although not formally assessed, the short course is levelled at approximately EQF Level 5. This means the level of knowledge required is:

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<sup>5</sup> For instance, King, Peadar. O’Driscoll, Sheila. Holden, Stephanie. 2002. Gender and Learning. Commissioned by AONTAS on behalf of the Dept. of Education and Science.

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- Comprehensive, specialized, factual, and theoretical, within a field of work or study and that the person has an awareness of the boundaries of that knowledge

The skills required are:

- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems

and the responsibility and autonomy needed for the role exercises management and supervision in the work or study context where there is unpredictable change, and the person is able to review and develop their own performance and that of others.

### **Enable exchange between practitioners and educators to build capacity**

The piloting phase of FETI has shown that the systematic exchange between practitioners and educators on methods and tools for use with the target group is very beneficial to build capacity within organisations and providers. Exchange is, generally, easiest at the local and regional levels; however, programmes such as Erasmus+ also offer opportunities for transnational exchange and mutual learning.

### **Partner up with other stakeholders and build new partnerships**

To make the FETI programme relevant for the beneficiaries as well as to reach out to the diverse target groups, cooperation with other stakeholders and building new partnerships was key. Their insights into the specific needs of the group was invaluable for designing and carrying out the project activities that not only attract the asylum seekers and migrants but also to retain them and raise their interest reaching full participation in the host country and thereby being socially cohesive with the inhabitants.

This means, for instance, cooperating with public services to reach out to migrants and to make sure that their skills and abilities will be appreciated on the labour market. Partnerships with social services and immigration services are equally beneficial when working with immigrants. Cooperation with local authorities can promote the implementation of FETI activities, as they are often in a central place to provide funding or do fundraising, for instance through the European Social Fund+. This might, however, require additional capacity-building efforts among and with stakeholders to create new cultures within communities.

### **Be inclusive**

All methods and tools used should be as inclusive as possible, i.e. they should take into account possible difficulties beneficiaries may have in understanding the process itself.

Refugees and asylum seekers can be victims of numerous discriminations due to their cultural, professional and social backgrounds or be trapped in stereotypes that hinder their self-awareness and empowerment process. For this reason, the FETI promotes the inclusion of vulnerable target groups and takes into account and actively counteracts possible gender discrimination.

- Promote and strengthen training content and didactic resources and scenarios that tackle equality, diversity and inclusion.
- Provision of adequate and appropriate access to on-site activities for people with disabilities, as well as a digital environment for people with special educational needs.
- Support for people who do not have sufficient language skills to participate in activities by providing an additional staff member to assist them.

## 6. Conclusions

The guide concludes the path of the FETI project that aims at intergenerational learning methods/tools to reinforce the inclusion of people of different age groups in the same positive environments to take advantage of different learning styles and backgrounds, and to facilitate the creation of small communities where individuals can grow and benefit from each other's support and expertise.

The model built during outputs n.2 and n.3 finds here the methodologies and the approach recommended by the partners who created it. In this perspective, the short course envisaged by output 5 aims to offer a different way of working for social workers and operators operating in the third sector with refugees in European countries. Some steps and activities present in the toolkits and provided by the model can also be used with people fleeing Ukraine after the Russian invasion in February.

The FETI project and the short course (done with PREZI app) will be presented in its entirety in the final conference that will be held in Oslo from 13 to 15 June 2022. All the partners of the project will be present.

## 7. Appendices

### 7.1 Transcribed podcast interviews ENGIM

#### 7.1.1 Interview with Massimo Pierini (head of ENGIM's Solidarity and Inclusion Centre)

Interviewer: Hello everyone, we are here in the presence of an ENGIM colleague who I would like to introduce to you as part of the FETI project, hello Massimo!

Massimo: Hi Daniele!

Interviewer: Introduce yourself, tell us who you are, what you do at ENGIM

Massimo: My name is Massimo, I have been collaborating with ENGIM for several years for activities with migrants and I am the manager of the Solidarity and Inclusion Center of Engim.

Interviewer: How long have you been dealing with this user, migrants, asylum seekers ...

Massimo: I have been dealing with migrants for 18 years, since 2004, an activity started with ENGIM and with another association that deals with migrants called Istituto Fernando Santi, with the opening of a help desk for migrants and with the start of professional training activities in favor of this target.

Interviewer: Did you do any specific training to start this type of work?

Massimo: My university career certainly helped me, I have a degree in sociology (didactic orientation) and I have a master's degree in teaching Italian as a foreign language with the University for Foreigners of Siena, and I had a training "on the job" with experiences with trade union colleagues who dealt with foreign people.

Interviewer: What are the most difficult aspects of your job?

Massimo: Definitely addressing the uncertainties that our beneficiaries experience from many points of view... documents, home, work and even the language. The first obstacle for us to face is obtaining a residence permit.

Interviewer: And what do you think are positive aspects of the work you do?

Massimo: The desire and the ability of these people to build a path of socio-work inclusion together with us, designed together. A process of co-construction, definition together with them.

Interviewer: When you meet this audience, what are the first activities you carry out with them to get to know them?

Massimo: Definitely have a coffee with the boys !!! Seriously this can break down the filter and begin to build a relationship that is above all a human relationship. One of the first activities is the reconstruction of the migratory, training and work path of the beneficiaries with interviews that can last 1 hour, 1 hour and a half.

Interviewer: Speaking of these initial knowledge and guidance activities, those related to the FETI project we used, did these shared European tools add value, or did you find them more of a disadvantage and therefore used activities you already knew?

Massimo: An advantage! Some of ENGIM's proposals were tools developed in the course of other projects, like some of the other partners. I would mention the box through which the migratory, work and formative past and present of children are reconstructed. to give a better future perspective, and at the same time I quote the Lifeline which allows a deeper reflection of these experiences and made in person by the beneficiary himself and which allows to deepen and analyze the difficulties connected to the migratory past and present.

Interviewer: What can help the operators who work with these people, or what are the activities that you think can be most effective?

Massimo: Supporting all the devices concerning orientation and taking charge of other tools more focused on job placement, the creation of a coordinated system with regard to planning. I believe that integration through work is one of the fundamental aspects for the success of a successful inclusion path. Everything must also go hand in hand with language training which is one of the biggest barriers we encounter with our beneficiaries.

For the operators it would be necessary to have competences regarding the tools on the clearing up and identification of the competences of the beneficiaries. This would give added value to the activities carried out and to the skills of the operators.

Interviewer: Okay, thank you very much, hello Massimo!

Massimo: Thanks and bye Daniele!

### **7.1.2 Interview with Elena Lepore, Engim Piemonte counsellor**

Interviewer: Hello everyone, I am here in the presence of a colleague that I would like to introduce to you as part of the FETI project.

Elena: I'm Elena Lepore and at ENGIM I am a counselor and contact person. I am also in charge of training activities, especially for adults. I am also a case manager and I deal with job insertion services.

*Interviewer: How long have you been dealing with migrants and asylum seekers?*

Elena: I have been working in the training sector for 15 years, already when I was working in the Lanzo valleys (rural area) many years ago I had experiences with the first arrived migrant in the reception centers. Here at ENGIM we have a course dedicated to foreign learners. Also in the job insertion service users are very often of foreign origin.

*Interviewer: Have you ever had specific training to work with migrants?*

Elena: Not really, but I remember a few years ago doing seminars on the certification of qualifications obtained abroad, and then on the organization aspects of guidance path for migrants, mapping and specific tools. But this goes back at least 8 - 9 years ago.

*Interviewer: What are the most difficult aspects of working with this target?*

Elena: The main difficulties are related to the fact that often they do not have the language skills suitable for the world of work, and often women have family constraints in managing children and family members.

*Interviewer: And the most positive aspects?*

Elena: They certainly have great motivation, willingness to learn new things and to work.

*Interviewer: When you meet this audience, what are the first activities you carry out with them to get to know them?*

Elena: Usually if they come from very distant countries they tell little about their past, and therefore we start from the present, their knowledge of the context and services, with the aim of favoring integration processes through knowledge, the topic of equal opportunities comes through a deeper knowledge of rights and duties. This helps them to open up, to feel more welcomed, and at that point it is easier to approach topics related to their migration process and their past. So we start from the present life and then reconstruct the past.

*Interviewer: I don't know if you remember the activities related to the FETI project that we did during the training course to think about the skills of migrants using non-ordinary tools. We used the tool of the box to help them talk about their past and past experiences. In your opinion, what is the added value of using this type of tool in guidance?*

Elena: I have seen some final products, I have witnessed the preparation and sharing of the tool. Surely the fact of working on images by building a concrete, non-digital product helps to express and remember, telling their experiences in a non verbal way. I saw the finished products, they were very beautiful because it gave the idea of a product built by them.

*Interviewer: What can help guidance professionals to be more effective with migrant users?*

Elena: We must be able to listen a lot, to put ourselves in the perspective of getting out of stereotypes and preconceived ideas. There are very different life stories and every time, even in the training courses there is a very heterogeneous target. Foreign person means many things and different experiences, so it is worth listening to the single story and trying to build an individualized path. We also need to work a lot with companies, where we experience the need of building up against prejudices and rigidity, sometimes even with good reason due to previous negative experiences. But the best practice is to work at an individual level, to build the right internship with the right company for everyone.

We have had very positive experiences. We had hired students and internships that worked very well precisely because he was very well prepared.

*Interviewer: Regarding the linguistic needs we were talking about before, are there opportunities on our territory to fill this need or is it a need that the system should think more about?*

Elena: Yes, there are many institutional formulas, like Cpia - adult education centres, and the structures also know how to activate on this, the problem is that people often have a very low level of linguistic knowledge even after the language training because they often do not practice the Italian language beyond the course. We often ask operators to put them more in touch with the language, going to work directly often does not help with the language issues. In any case, the territory is very rich, there are also many associations that offer additional courses.

*Interviewer: Okay, thank you very much Elena, bye!*

### **7.1.3 Interview with Didier, Beneficiary**

WHAT'S YOUR NAME?

My name is Didier

HOW OLD ARE YOU?

I'm 41 years old

WHERE DO YOU COME FROM?

From the Ivory Coast

AND HOW IS THE IVORY COAST?

Beautiful! There is the sea, there is everything!

DO YOU MISS A LITTLE?

And Sure, yes, I miss it!

HOW LONG HAVE YOU BEEN IN ITALY?

I have been in Italy for almost 6 years

YOU SPEAK VERY GOOD!

Because I really like the Italian language.

WHAT KIND OF RESIDENCE PERMIT DO YOU HAVE?

I have special (international) protection

HOW DID YOU FIND THE OPPORTUNITY TO BE INCLUDED IN THIS FETI PROJECT?

A friend of mine close to ENGIM told me about this project, how it works, I liked it and I signed up

DO YOU THINK THAT BEING INCLUDED IN THIS PROJECT MADE A DIFFERENCE FOR YOUR WORKING PATH?

I think this project is fluid, it's not like other projects ... IT IS MORE FOCUSED ON YOUR PERSON. Yes, on my person, of course!

WHAT ARE THE ACTIVITIES YOU LIKED MOST?

The activities that I liked the most are those of orientation and accompaniment to job services. AH! SO YOU ALSO FOR JOB SEARCH SERVICES AND HELP IN THIS CONTEXT. Yes, yes!

DO YOU THINK THAT PROJECTS LIKE THIS HELP YOUR SOCIAL-WORKING INCLUSION PATH IN ITALY?

Yes, I think this project helps me a lot, because it is a project that is not like the others. WOULD YOU WISH THERE WERE MORE INITIATIVES OR PROJECTS LIKE THIS? Yup!

WHAT ARE THE MAJOR PROBLEMS A REFUGEE ENCOUNTERS WHEN STARTING TO LIVE IN ITALY?

There are many problems... I can say that the main one is the renewal of the residence permit, the Italian bureaucracy is very difficult. Looking for a residence, these things here... you have to have them as soon as possible because I can't live illegally in a country, it's really a problem.

WAS IT A PROBLEM NOT TO KNOW ITALIAN WHEN YOU ARRIVED?

Eh, at first it is a bit difficult to speak and communicate, because when you come to a country and you don't know the language it is difficult. But you have to be strong and learn the language right away and then you can fit in better

WHAT DO YOU HOPE FOR YOUR FUTURE? WHAT OPPORTUNITIES DO YOU HOPE TO HAVE IN ITALY?

Of course, I can't be in a new country and not have hope for the future. Here I hope to have a job with a permanent contract, expand my family .. AH BECAUSE YOU ALREADY HAVE A FAMILY HERE .. Oh yes, I have a daughter and a wife and it is important for the establishment to work with a permanent contract.

OK DIDIER, YOU WERE VERY KIND THANKS A LOT

Thanks to you!

#### **7.1.4 Interview with Sekou, Beneficiary**

WHAT IS YOUR NAME?

My name is Sekou

HOW OLD ARE YOU?

I am 31 years old

WHERE DO YOU COME FROM?

From Mali. AND HOW IS MALI? Great and huge!

HOW LONG HAVE YOU BEEN IN ITALY?

I have been in Italy for almost 8 years

WHAT KIND OF RESIDENCE PERMIT DO YOU HAVE?

I have special protection

HOW DID YOU FIND THE OPPORTUNITY TO BE INCLUDED IN THIS FETI PROJECT?

A friend of mine close to ENGIM told me about this project, how it works, I liked it and I signed up

DO YOU THINK THAT BEING INCLUDED IN THIS PROJECT MADE A DIFFERENCE FOR YOUR WORKING PATH?

Yes, of course, studying and participating in these courses is the first thing. The theory is different from practice therefore for me and it is very important. It helped me a lot.

WHAT ARE THE ACTIVITIES YOU LIKED MOST?

The activities that I liked the most are those of orientation and accompaniment that I did with Engim

DO YOU THINK THAT PROJECTS LIKE THIS HELP YOUR PATH OF SOCIAL-WORKING INCLUSION IN ITALY?

Yes Yes sure. Here in Italy it is difficult to have a job. If it were possible to have more associations like Engim to help people, both Italian and foreign. It is difficult for everyone to find a job so having the opportunity to be helped by these projects help to have an opportunity (training or work)

WHAT ARE THE MAJOR PROBLEMS A REFUGEE ENCOUNTERS WHEN THEY BEGIN TO LIVE IN ITALY?

So, first of all it is the renewal of the residence permit, finding a residence, having the tax code. It's not easy. The Italian bureaucracy is very difficult. ALSO FOR US, WE KNOW WELL.

WHAT DO YOU HOPE FOR YOUR FUTURE? WHAT OPPORTUNITIES DO YOU HOPE TO HAVE IN ITALY?

Generally speaking, we migrants need courses and projects to help you improve our working and training conditions. Here in Italy the situation is complicated for Italians, even more so for us migrants! If it were possible for the government to help more. YOU WOULD LIKE MORE SUPPORT TO REALIZE YOUR WORKING GOALS SO... Bravo! You get it!

OK SEKOU, THANK YOU SO MUCH

You are welcome

GOOD BYE!

## **7.2 Transcribed podcast interviews SWAPWest**

### **7.2.1 Podcast Transcript for interview with Martin Irwin, practitioner, University of Glasgow**

*Paula* I am delighted to have with me one of our colleagues from our partner institution, who work closely with SWAPWest. Martin.

*Martin* Good morning. My name is Martin Irwin and I work at the University of Glasgow where I am one of the named contacts for forced migrants.

*Paula* And how long have you been working there, Martin, and working in that particular field around forced migration?

*Martin* OK, so I've been there... I've been at the university since August 2017 and working in this kind of area of forced migration since, I think, at some point in 2019.

*Paula* I wonder, how do you engage with this particular group, our target group?

*Martin* It's quite varied or it can be. I would say the bulk of folk who I work with get in touch with me initially...either because they've heard from their friends or because they see my name on the website or whatever else, or it is or through an event, I suppose, as well. Yeah, so people will really, kind of get in touch with me asking for progression routes really, into different courses at the university so whether that is undergraduate or postgraduate or even just things like wanting to know about finance options and support... that kind of thing.

*Paula* When you meet an individual, whether they approach you, whether that's out in the community, or if you are signposting on to a course or onto funding streams, I think you mentioned, I wonder, what activities do you conduct in terms of a base assessment or orientation for that individual?

*Martin* It's difficult because this work isn't my full role. I would actually say that I have got three full time roles. I don't know whether you know, but you probably do know, that Glasgow, I think, over the past 20-odd years has taken in more asylum seekers of any local authority in the UK so we have quite a substantial asylum-seeking population and obviously people with other statuses that have come out of the other end of that. With the kind of pre-entry programme I mentioned, we have got plans for a more formal induction/orientation sort of process planned. We've got the student group STAR (Student Action for Refugees), we're going to get those guys to come along and introduce the cohort to themselves, to their organization and tell them all the different things that they can do, things they can support with. We've got a more formal kind of welcome to the university sort of event planned.

*Paula* Have you had any training in this regard, Martin, to prepare you for the role or is there any on-going training as part of your role?

*Martin* No, I've not had any formal training with the Connex General Organization. I believe that we are going to do the Scottish Refugee Council online training that Marta's developed...but currently I've not had any formal training. I did have quite a long bedding-in period, I suppose, you would call it, I would say. Yeah, but since I've been doing it, I've been training but I've not had any 'formal' training.

*Paula* Part of this FETI project is actually looking at a whole system approach and we are looking to publish a best practice guide as well, as part of the project. Would a tool like that be useful to you, Martin?

Where there would be a collection of various applications or tools or activities to help you work with ...eh...the target group on initial meeting and through their orientation?

*Martin* I think so – not for the day to day queries that we get, I think, there's just too, just too many people, but for more kind of targeted interventions in smaller cohorts, I think, something like that could be really great actually. So, yeah, some kind of formal toolkit, I suppose, of the kind of things that could be done would be quite useful actually, yes.

*Paula* And how did you come to hear about the FETI project? I know we've been working together for a long time and we know each other, but how did you first come to hear about the FETI project, Martin?

*Martin* I can't actually remember the exact time but I think I first heard about it in , like a workshop, seminar or something like that. Then I saw the initials, FETI, coming up in an advert for a workshop, I think you were giving, Paula – I think it was in your signature or something like that...eh...so, yeah, that's how I first heard about it... in an informal way. And then that led me on to coming to your actual your formal workshop where you ran through the history of the project and what it was all about and stuff, so, yeah, that was my introduction to it.

*Paula* And working with this target group, forced migration, refugees, asylum seekers, what are the biggest challenges for you, Martin, in this work?

*Martin* So it's tough. Yeah, it's very challenging work. It's often quite depressing work. I'd say for me, coming from quite a privileged position being the one who's comfortable, you try to help other people who are in a difficult situation. There's no, there's very often little commonality between different sorts of cases so it's often the case that everybody that you deal with has their own sort of particular challenges and difficulties...and that makes it extremely time consuming...if you're trying to help them achieve a particular outcome. But, I suppose, one commonality for people in the UK asylum seeking system, at the asylum seeking stage, well the challenges they face and the conditions they are forced to live in are really bad. They're not great at all and still, to this day, with the changes that are intended for the asylum system, I think, it's fair to say that the 'hostile environment' as it was called, is still sort of in play. That's still the sort of baseline situation, so, yeah, there's no centralized support system really. It's just people like...so obviously Glasgow's a dispersal city...and there are people doing fantastic work all over the city in different ways, in their own sort of particular fields. And so, you bump into these people as you go through and go about your kind of daily business...and you go 'Oh, right, so they're doing over at this part of the city, doing this particular work'. That was even more challenging, I think, during the pandemic as you can't get out and about and you're just relying on people that you talk to passing your name to other people. So, yeah, it's very disjointed, I think, and for a long time I thought that was a significant flaw, in the city. But maybe it's also a strength in that it can be very, very flexible and yeah, if there's a shortage of capacity in one particular place and for one particular thing, then somebody else, some other part of the city can sort of pick up the slack. So, yeah, I do think we need to have a more sort of joined up approach but maybe try and keep the sort of grassroots flexibility if that makes sense.

*Paula* And in terms of working with this group, what are the biggest successes? What are the biggest rewards for working with this group?

*Martin* I think, yeah, just if you can help. If you help people to get their lives back on track, even in such a small way - obviously they are still going to have other stuff going on - but if you can kind of help them achieve their goals in the education sphere...it can be quite rewarding. And a powerful thing,

you know, because even if their circumstances, their material circumstances haven't changed, if they're seeking asylum and they're still not allowed to work and all the rest of it, but then their situation's still challenging, but if you've helped them on a degree, onto a degree, and even if they've completed that degree, you know, it's yeah, it's such a nice feeling. They appreciate being able to continue their studies and all that sort of stuff. So, when it does work and you do get positive stories, then it does, yeah, it does make a difference. Yeah, there's one guy recently that I've been working with for eighteen months, so all the way through from pre-application, all the way to completion of his Masters...em...and, yeah, he's about to graduate soon and it's great, you know. And he's loving it so, aye, that stuff is good actually.

*Paula* Wow! Yeah, that definitely is a big reward and a very visible reward when you're working with this group. And just finally, do you think the FETI project will be able to have a positive impact on the work that you do as you move forward?

*Martin* I think so, in the wider sort of sector, I think we need to change things so I think it needs to be more formal so if it does get formalized in that way, then I think the FETI project and things like that, can be a really useful and coming at a really good moment – a good point in the development, certainly in our case. So, yeah, if we can at the same time as formalizing our approach to this stuff, if we can be leaning on and learning from projects like FETI, then I think it's all to the good, you know. I think it could have a wider impact.

*Paula* Thanks so much, Martin, that's really good to hear and I very much appreciate you having taken the time today to chat with us and give us insights into your work as a practitioner with this particular target group. Thank you very much, Martin.

*Martin* No problem. Cheers.

### **7.2.2 Interview with Kenny Anderson, Director of SWAPWest**

HC Hello, today's podcast for the FETI project is with Kenny Anderson, Director of SWAPWest. Welcome, Kenny, and thank you for taking the time to be with us today.

KA Not at all, Helen. I am delighted to be here. Delighted to be supporting the FETI project.

HC Thank you. Now, you and I both know SWAPWest has got a long history of working with adults returning to education. Do you have any idea how many of them have come from refugee or asylum seeker backgrounds?

KA Yeah, it's something that we've always kept an eye on, Helen - all the way through our period of time within the programme. It very much depends of on where our programs are delivered. In the West of Scotland, we clearly delivered a lot of our access programmes within Glasgow, and Glasgow has got a high level of... of refugees within the city, which is great. So we are often, within our programmes, within the city, looking at refugee levels being particularly high especially in certain programmes - we find programmes such as nursing, access to medicine, for example. But also medical studies, and often actually our engineering programmes, we see higher levels of refugees, so there can be between 10 and 20% of refugees on those particular programmes. It's perhaps been interesting to start to see refugees in some other other areas across Scotland as well. West College Scotand, over in the inverclyde area we've started to see more and also in New College Lanarkshire, the Lanarkshirearea, we now start to see more more refugees in these areas as well. And even as far down south as Dumfries, we see a lot more diversity in terms of the student body than perhaps we would have seen 10 -15 years ago, Helen, when we were when we were first starting to work with refugees.

HC Have you ever had any specific training with regard to refugees and settling them in?

KA I haven't Helen. What we've obviously worked with is providing what we would regard as good guidance for all students who come through the programmes. We work very closely with our college partners. And we'd be very much reliant on their expertise in terms of working with a wide variety of the student body. And I know that they do a lot of work. Again, probably particularly the Glasgow colleges - Glasgow Clyde and Glasgow Kelvin, we principally work with in thinking through the diversity of the of the student body who they represent. And so we are always pretty conscious of that. I think when it comes to programmes. It was one of the really good aspects of the FETI project... that this was an area that we were going to be looking at, we had particular concerns at that stage of some of our students coming on where English was a second language, which I think is an area where we've learnt quite a lot over the last period of time. And again, I suppose our job is to facilitate where there's expertise, sometimes within the college within the student support areas, and then look to develop that amongst not just ourselves, but also the college tutors, we have who run SWAP Access programmes as well. And again, we've seen some interesting and good developments, particularly in Glasgow Kelvin College, where there's a considerable amount of support now for students where they are coming in with English as a second language. And I think that has been one of the really nice consequences of the FETI project is that it's allowed us to think about some of the broader aspects of how we support and guide our refugee and asylum communities.

HC Yes, I think I think the project partners have all discovered really that the language issue is the single biggest common challenge. What about more rewarding aspects with with working with these refugees and migrants?

- KA Yes, the really interesting thing is often what they very much to bring to the programmes. I am often reminded that we often see students and that all of our students have difficulties with English, whether or not they were born in Scotland in the UK or not, that's ... that's the purpose of the programmes. But our refugee students bring an awful lot of diversity to our programmes, which is, which really is of benefit across all our programmes, not just in terms of their own aspirations, but, but what they can bring in terms of learning back to a lot of our students. It's always I think it's an interesting mix, in terms of different learning styles that they have had from their own education. And that is often a really, really good and beneficial aspect. Not just to fellow students, but often to some of our tutors on the programme who will say to us, well, we're really impressed with these particular students because of the work ethic that they're bringing from from from their previous experiences and studies so that that element I think, is always useful in terms of the academic development. But there's also that personal and social aspect, where I think there is a considerable benefit to our homegrown Scottish students, as well as the other students, which we have in the programme. And it's lovely to see that eh sharing of cultures on the programmes. I think it's really useful in terms of, you know, from if you hink of some of our more practically based programmess like access to nursing, where there's going to be considerable diversity, that diversity is a very full part of the nursing profession as well as in allied health. But it's also incredibly beneficial on things like Humanities and Social Science programmes, where people come in with a very different perspective, often in respect of history and literature, for example, that I think benefits everybody across... across the board. So it's, it's a very valuable part of our SWAP community.
- HC You mentioned earlier that the guidance programme that you have with SWAP is part of the kind of scooping them up and take care of them in the early days. Are there any specific tools that you target towards these groups?
- KA Yeah, very, very much part of the, of what we're looking at, in the programme, Helen, is students when they first start with us realizing that they are actually coming with a lot of skills and attributes that, that are of great benefit, actually, to our university partners, once they complete the programme. And, and part of our job is, is highlighting that they have these skills and attributes, particularly when they're maybe applying for a particularly competitive degree. We have in the past, used and asked students to look for example, at Skills Development Scotland My World of Work, and how they can look to consider their skills and attributes with particular careers. And there's a lot of.. a wealth of materials there, that we've asked students to consider. We also through our preparation for higher education in the very early stages of a programme, we used to call it Taking Stock One we've we've renamed it slightly over the last few years. But the Taking Stock One materials and resources very much asked people to consider their previous learning and skills development. And often the most difficult aspect is for them to recognize it. We often recognize it, our tutors will recognize it, at interview in respect of being appreciative of somebody's ambitions, but to get somebody themselves to recognize it, and then to be able to articulate that in a way which will strengthen their applications is very much part of those activities. And again, one of the aspects that we were particularly keen to work with the FETI project, were ways in which we can ensure that they can be customized to the refugee community because we, we weren't sure that we were in what is quite a challenging already, we weren't sure that we were actually getting over those points that people did have a lot of skills and attributes that they could bring. Perhaps because of some of the cultural differences in respect of how education is viewed in other countries. So again, I think that the FETI project really allowed us to review, consider those materials, and think about how we can customize them for the future.

HC So you would think that it going forward that you'll still be using and accessing the FETI tools into the into future years with with this group and with other organizations that obviously I know you're working with?

KA Yeah, absolutely. Both really, Helen, I think the FETI workshop materials that yourself and Paula have developed in the project will be of real benefit to us. It's absolutely highlighted to our class tutors, elements of that skills development, which are required within the programme. And what's been a real benefit to us throughout FETI has been the way in which we've been able to reengage with a lot of community groups, volunteer organizations, partnership organizations, who are working with refugees and asylum seekers, and through this tool has been a great benefit too, so we we hope to continue to promote that. It's got a lot of advantages for SWAP, because we get great students out of it and students which are more prepared, are even better for us. But I think has been useful from a partnership perspective because it it does show to some of the organizations that we work with just that benefit of education to the potential students who they're working with as well.

HC That all seems very positive, Kenny. Thank you very much for your time and sharing your experiences using the FETI Project tools in your work with asylum seekers, and thanks again for taking part today.

KA Thanks, Helen

### **7.2.3 Interview with Prisca, Beneficiary**

*Paula* Hi, as part of our FETI podcasts, I am delighted to have Prisca with us today. Prisca is going to talk a little bit about her experiences with us at SWAP and on working on her skills development as part of the FETI Project. Hi, Prisca, thanks for joining us.

*Prisca* Hi, Paula. My name is Prisca Kelly. I live in Scotland but originally, I am from Zimbabwe. This is my ninth year in Scotland. I study Access to Nursing at Langside College.

*Paula* How did you find out about the programme and project and what made you want to return to education, Prisca?

*Prisca* When I came here, I did some charity work with the British Foundation. Then I started doing some charity work with carers. So as I was growing up, I always wanted to be a nurse. So when I started doing the care work, it made me want to give more, and have a profession. It showed me a lead for my children as well. So that's when I applied, when I was working they told me 'you can go to adult learning through SWAP'. That's when I started applying.

*Paula* Part of the programme of SWAP involves you applying for Higher Education and I wondered how has working with us and our guidance this year, how has that helped your application for Higher Education?

*Prisca* To be honest with you, at first, I was afraid but working with SWAP, it has really built my confidence. I think 100% more because it made life easier because knowing, you know, when you are going to education, especially with me, you are from a foreign language and you have a lot coming into your mind. How will people respect me? How will this go? But with SWAP, it made life easier dealing with the other students, especially the class I am in. It is super. We are all the same. My personal statement when we are told we are doing my personal statement, I panicked a bit. But with the help of UCAS and our teachers, it made life easier because most of the things I put in my personal statement were the things I experienced and the knowledge I had so it made life much easier for me because I was talking from experience.

*Paula* It's really good that we have been able to chat this year about the skills that you have but I wondered what skills you have learned this year. Have you learned new skills as part of the programme and part of the project working with us?

*Prisca* A lot of new skills. I'll start with IT. I had not much knowledge of IT. As you know, the pandemic is a difficult experience so learning online, it has been not easy. At first, I did not like it but, you know, it helped me to know a little bit more on the computer side. Eh, also time keeping, being a mum and being at school is not easy. You want to balance the life, both ways so sometimes, I'll say, learning online it has a lot of advantages

*Paula* Do you feel your communication skills have improved this year?

*Prisca* So much improved. Even my language English. You know, when you come from another language, it's hard. Sometimes you don't express yourself exactly the way you want to. So with the communication skills we are doing as well, it helps me. I think I'm a person who wants to keep everything close to myself but it exposed me, put me out there and helped my confidence, you know.

*Paula* That's great. It's taken you out of your comfort zone.

*Prisca* Yeah, yeah, but really.

- Paula* Brilliant. And what skills do you think you are going to have to keep working on as you move forward as the the next step for you is going to be moving into Higher Education and then on to your nursing degree? I wonder what skills do you need to keep improving, Prisca?
- Prisca* I have to keep more of time keeping, doing my work on time because, you know, if I had managed to do it at this level. I think SWAP has built me up, it's fair to say, but I can do better. I can have more confidence, try and submit my work on time. I am a bit slow but I think with the way you have prepared me, guys, I will improve to be a bit faster as well.
- Paula* That's brilliant. And as we look forward and you are really looking forward to that nursing degree and moving into the nursing profession – what if you look back at working with us this year – what has been the biggest benefit to you? What have you taken most from working with us this year?
- Prisca* A lot. A lot, to be honest, you know, if you are coming from not being in education for a while, you don't know where to start and to follow, but with the guidance you have given us, you have been patient enough. You know, it's like a baby starting to crawl, then stand up, then walking. I've learnt a lot to express myself as no-one can laugh at you, no -one judges you, the way you express yourself, which is good, gives you confidence. Sometimes, you know, you think the things you are saying don't make sense, but no-one looks down upon you. They lift you up. I've tried to say I've taken the wrong step up, I wanted to take a step down but with the encouragement of you guys, and other students, it keeps you going up. I've learnt not to give up, no matter what challenges you face, never give up. When you start something, you have to finish it.
- Paula* And I am sure you will, and I have no doubt you'll go on to be a really, really successful student next year at university and also a fantastic nurse. Thank you so much for talking to us today, Prisca, and for doing the podcast as part of the FETI project. Thank you so much.

#### **7.2.4 Interview with Rato, Beneficiary**

*Paula* Hi, and welcome to this podcast for the FETI project. I am delighted to have one of our SWAPWest students with us this morning.

*Rota* Hi, everyone. My name is Rato. I am from Namibia, currently living in Glasgow, Scotland for the past four years now.

*Paula* Fantastic. Lovely to have you with us, Rato. I wonder how did you find out about coming back to education? And how did you find out about this project and this the programme?

*Rota* Coming to Glasgow, I was an asylum seeker and after I got my leave to remain, I wanted to do something for, not just for myself but for the community or for the whole country. Back home, I had experience working as an office admin, which was just office bound, and coming here, I didn't want to do this same thing because coming here I received so much love and so much support so I really wanted to give back to the community and there was no any better to do it than working in a hospital or being nurse; changing lives and saving people's lives, so I wanted to become a nurse. And so I had been out of education for almost five years so I didn't have any science or health background, so I did my research, and knew that I wanted to do nursing. I did my research on one of the universities that is offering nursing degrees, which was Caledonian University, so I made a point for myself to go there and find out about the course and how I can get into a Uni. They advised me that there was a programme called SWAP offering an access course which they take students from that programme, so I can make a start with that programme and start from there. I was so delighted to know that there was still an opportunity for me to go on with my career, so I went ahead and went on to the SWAP website and I applied. That was in 2019.

*Paula* Fantastic. We're delighted that you've been with us for this last year. Part of that process has also been applying for university, applying for higher education, and I wonder how has this year, how has working with us this year helped you to apply for higher education?

*Rota* Studying this course last year which has our so, so (inaudible), I'm a mum of two, so I wasn't so confident. I knew that this was what I wanted to do but I was just getting into the programme. I was so aware, my emotions were so high, I felt I was looking down on myself. Would I be able to do this? Am I good enough? Will I make it? You know, back then, the support that I got from my tutors, from the students in my class, which was – I cannot even imagine – like, I cannot even put it into words. They all pushed you, they will give you the support, they will advise you and through the process of applying to university, it was just, oh, just amazing, like. There was, I mean, there was no stress at all that I may or may not make it, or I am not good enough or how will I do this, how will I go about it, cos the support was there. The support is so, so much, you can ask at any time, you can pop an email or within class or after class, you can stay behind and ask, the support is there, to be honest.

*Paula* Fantastic. So you were guided through the application process in part?

*Rato* Yes, yes. I was guided from my choices, from my personal statement, I was guided. All the way through the whole programme, through the whole process of my application.

*Paula* That's great. You've mentioned the personal statement, so I would imagine you had to think about the skills you require for future study and the skills you would have to acquire for future employment. I wonder, have you ever thought about your skills as part of this programme and this project? What skills have you been working on?

- Rato* Em, to be honest, because of my background and of...because of my experience working as a care assistant, I had a lot of experiences caring for people, looking after elderly, being compassionate, caring more in my background, so I had these skills to begin with but also in part of the SWAP programme (inaudible) and communication skills it was so, so great so I never had to showcase my skills and what I am capable on my placement.
- Paula* Fantastic. I think I've been working on my digital skills...eh...during the pandemic. Have you done some IT work as well?
- Rato* Em... I've not done some IT work per se but the I've been a receptionist back home in Namibia for about four years, so I was really familiar with the computer, yeah.
- Paula* That's great. And I think that's a good part of the project and good part of the experience that you've been able to look back and think about the skills you already have.
- Rato* Yes, yes.
- Paula* Looking forward, what skills do you think you need to improve as you move forward into higher education and into employment?
- Rato* Yes, as a mum, I think you never (inaudible). I think my time management, my organization, I need to prioritise my top or my priority assignment that I have coming on, so I just need to work on my time management and prioritise, yes.
- Paula* That's great. What has been the biggest benefit of returning to education, of thinking about your skills, of preparing for the next step? What has been the greatest benefit so far?
- Rato* The greatest benefit has been really just having that sense of belonging, that I belong to the group, and confidence within myself that I can do this, I'm capable and I have a very, very great team behind me, backing me up, that was so, so, so amazing that I cannot put it into words. It has helped me tremendously. Yes, it has been amazing.
- Paula* Thanks so much. I'm delighted to hear you have done so well and thank you for speaking to us on behalf of the FETI project and we wish you the very best for the future. Thanks so much.
- Rato* Thanks so much for having me today.

### **7.3 Podcast interviews from Istanbul university**

#### **7.3.1 Interview with Cem, Project partner and career counsellor**

A: Hi Cem How are you?

C: Thanks a lot, I'm fine and you?

A: Thanks a lot. Today, will we have a meeting with you? Firstly, could you please introduce yourself?

C: Sure, I'm Cem Güney Özveren, I'm an instructor and Psychologist at Istanbul University and Career Development and Research Center also. Career development, stress management and some issues related to social psychology are the areas I specialized in. Normally, I work with students in my school in terms of career counseling. I also serve as a psychological counselor.

A: How long have you been working with refugees and immigrants?

C: Especially I'm working with immigrants for approximately 5 years. In my daily life/routine I work with students and adults, not specially with immigrants and refugees.

A: How did you find out about the FETI Project?

C: Aslı Hoca (Hoca is a word used for the scholars) and Tülay Hoca talked about this Project and they said that there is a need for a career counselor. It was so interesting to me and they invited me to the project. It was a nice invite and I accepted. I am happy that I am part of it.

A: How do you first engage with the target audience?

C: We have made a questionnaire at the beginning of the Project and then students filled in it. The students who wanted to receive career counseling service have written their demand/needs as a feedback and then we have sent out an email for the first meeting. So, we have arranged our first meeting with all of the students.

A: What are the most difficult and / or most rewarding aspects of your work with refugees / migrants?

C: At the beginning of the process, it was so difficult to gain the beneficiaries' trust, they hesitated to meet (especially women I can say) given that they were not sure about our target. After the second and the third meeting they trusted us. Cultural differences were another problem because some behaviors, some sentences may not be understood correctly. Also I have learned many things about immigrants and refugees such as their anxiety, motivation, and their hope to survive.. Helping these people, students was amazing.

A: What are the tools/activities that you normally use in the initial stages of knowledge and orientation with this target group?

C: We implement career tests as self-assessment inventory and cultural intelligence forms for guiding them well. We perform group activities and individual meetings for psychological counseling if it is needed. Especially for some immigrants and refugees it was important and needed as we were aware of this reality. Generally we have made some activities during our project. We have discussed many questions and problems together. We have implemented different tools developed by the other partners and we tried to find the most appropriate tool and way for guiding them well.

A: What difference has engagement with the FETI Project experience made to your approaches to this work?

C: As I understand, we cannot use all the tools about career counseling . As a career counselor I have implemented many tests and tools during my career. But I have understood that there are many things we have not taken into account. During this project discovering this was amazing. I understand that we have to take into account cultural differences.

### **7.3.2 Interview with Cihat, Working for a Turkish Employment agency**

- Hi, How are you?

Thanks a lot. I'm fine, and you?

- Thanks a lot. I'm fine. Firstly, could you please introduce yourself briefly?

Sure, I'm Cihat. I work at Beyoğlu branch of İŞKUR (Turkish Employment Agency) as a business club leader. We implement the model of "business club training" which is already performed in the USA, the UK and Italy. In this system, we try to motivate the university students, women, drug addicts, Syrian immigrants, and other beneficiaries with fewer opportunities who are perceived as disadvantaged groups in work life etc. I have been working in the training of disadvantaged groups for 5 years.

- Did you have any education or training for performing this job?

We had a special training about how to work with these groups in our headquarters by inviting trainers from the related field. Besides, we went to Italy, which is the main implementer of this project for observing how they conduct the activities with these disadvantaged groups by visiting the municipalities. This on site training took ten days.

- When and how have you started to work with this target group (refugees coming from Syrian as called disadvantaged groups)?

Syrian refugees and immigrants are one of the main target groups of our institution. The Refugees and Immigrants Association which has conducted various studies with the World Bank and different organizations of the United Nations has reached us first. We had face to face training. Later on with the UNDP we had online and in person training in the framework of a project during the Corona pandemic. Since 2018-2019 period we have given both online and in person training to these groups with these associations and the projects.

- Could you please explain what is the most difficult and positive aspect of working with this target group?

Sure. Let's start from the most difficult one. Of course the most difficult aspect is the language problem. When people go to a new country or culture they do not take interest in learning the language of the host society immediately. If we go to a foreign country, maybe we also act the same way. First we look for people from our nation and need to be surrounded by them first. Likewise with the immigrants from Syria also try to meet with the people from the nation and this process affects their motivation of learning the language negatively. So, language is the general problem and we have encountered cultural differences. Our biggest problem is the language problem. Of course there are cultural problems and adaptation problems. Even though we are neighboring countries, their perceptions regarding work life are very different. Psychologically they come quite worn out already. We can have these kinds of difficulties. But on the other hand as in the other disadvantaged groups we are not providing training by using powerpoint slides. It's really important for us that the participants express themselves as much as they can. By expressing themselves and seeing the other people having similar problems and improving their competences they start to feel self confident and their motivation to look for a job is

increasing. When they reach their goal, find a good job and visit you with a smiling face, you also feel happy. They can reach us via various means such as social media, whatsapp. They text saying that for example, "in the job interview I was treated exactly as you said ". So they give feedback. Of course this is not compulsory. It's on the basis of their own will.

- What kind of tools and activities do you use while working with the target group?

We already have a standard form for these kinds of training apart from the tools which evaluate the candidates' their background, qualifications, skills, desires to look for a job etc. Apart from the forms we try to be communicative with the candidates. We care more about them to express themselves than asking them to fill in a form or write down. Because there is not any form which can evaluate everyone as each of them has a different story. But language is the most important problem. We want them to reflect themselves by not only using a document. This is more valuable for us. They already have a language problem. When we use forms or other tools they experience more difficulty. When they have to write they try to write down the ideal, not the real one. Therefore verbal expression is far much better. It is so important to hear the needed information from them. As some of them lack language, we use translators. But we sometimes also encounter problems with the translation process as well.

- Do you have any suggestions?

It is a difficult situation and process. Apart from cultural adaptation or language problems, they come to the office with a different, worn out psychology. We can't know the future, so we may experience the same situation as them. So we have to deal with the problems empathetically.

### **7.3.3 Interview with Abdullah, beneficiary**

Hi Abdullah. How are you?

Hi teacher, I'm fine and you?

Thanks. I'm fine Abdullah. Today we will have a meeting with you. Firstly, could you please briefly give some information about yourself?

Sure, I can. I am Abdullah. I am from Syria. I was a university student in Syria in the Business Administration department. Because of the war and other contextual variables, we had to come to Turkey and I have continued my education at the Business School of Istanbul University. During my bachelor's degree education, I worked part time. After earning my bachelor degree, I started the master's programme in Business Management, Organizational Behavior Department at Istanbul University

How did you find out about the opportunity to take part in the FETI Project?

My instructor mentioned this Project and I wanted to participate in.

Also thank you very much Abdullah, whenever we call, you helped us about translation for Syrian students because some students did not know English or Turkish, so you were a successful translator for us.

How did the project contribute to your path forward in applying for work, training or education?

This process was so functional for me, I have gotten important suggestions. I have been informed about academic career options. You kindly helped me.

What would you need to do to improve your skills towards your chosen path in your new country?

In the future, I want to be an academician. Language is so important and cultural infirmation is another important thing for me. At the same time, I would need more information about career options in my local proximity. I have gathered theoretical information in the school but I have learned practical issues about work life in Turkey with you.

You are right Abdullah, normally we suggest students to intern, as practically you have to perform to learn.

Exactly! Your counseling was so important for me to maintain this thought. So we have been directed to the internship process.

What was the greatest benefit you gained from the FETI Project experience?

I have improved awareness about myself and developed my language via group discussions. So it was easier for me to integrate into Turkish society. I need more Turkish language education because I want to be an academician. To be a research assistant, you have to pass a Turkish general exam and it is so difficult.

What kind of activities have been done in the sessions (for example conversations, tools etc)

At the beginning of the process, we have had group meetings and then we have performed individual meetings according to our activities with the given tools.

What about your further needs?

I need more Turkish language education. If you do not know the language, you can not conform to the environment and can not find any job.

Do you have any suggestions?

No, that's all, thank you very much for your efforts.

### **7.3.4 Interview with Hiba, Beneficiary**

Hi Hiba. How are you?

Hi teacher, I'm fine and you?

Thanks, I'm fine Hiba. Today we will have a meeting with you. Firstly, could you please briefly mention about yourself?

I'm Hiba, I'm from Syria. I came to Turkey five years ago. I'm a student at Istanbul University and I have a child.

How did you find out about the opportunity to take part in the FETI Project?

An email was sent to me about career counseling about if I wanted to be part of it, then I said ok. Afterwards a meeting was arranged where we were together and introduced ourselves. Because of Covid pandemic everything went on online.

How did it make a difference to your path forward in applying for work, training or education?

Sure, it has affected my career positively. I study at the department of French Language Translation and Interpreting. It is even more important for me to learn Turkish. With this project I had the chance of practicing Turkish and improving it. I also need some more practice in French because of my department.

What would you need to do to improve your skills towards your chosen path in your new country?

I need to develop my language skills.

What was the greatest benefit you gained from the FETI Project experience?

Support for developing my language was really important for me. The project activities were helpful to me in this respect. The project was also helpful in improving myself regarding awareness in selecting the right work. I'm now aware of the career options.

What kind of activities have been done in the sessions (for example conversations, tools etc)

We have performed tools, group meetings, group activities and individual meetings.

What about your further needs?

I need more Turkish and French language education.

Do you have any suggestion?

No, that's all, thank you.

### ***7.3.5 Interview with Ranim, Beneficiary***

Hi Ranim. Welcome. How are you?

Hi, I'm fine and you?

Thanks, I'm fine Ranim. Today we will have a meeting with you. Firstly, could you please briefly mention about yourself?

I'm Ranim. I m from Palestine. I came to Turkey 5 years ago. Now I'm a student at Istanbul University at the School of Business.

How did you find out about the opportunity to take part in the FETI Project?

My instructor mentioned the Project and invited me and I wanted to participate.

How did it make a difference to your path forward in applying for work, training or education?

I improved my language and I became aware of the job opportunities.

What would you need to do to improve your skills towards your chosen path in your new country?

I had to develop my language skills.

What was the greatest benefit you gained from the FETI Project experience?

Being aware of myself is the greatest benefit of this project.

What kind of activities have been done in the sessions (for example conversations, tools etc)

We have performed tools, group meetings, group activities and individual meetings.

What about your further needs?

I need more Turkish language education.

Do you have any suggestions?

I suggest focusing on language problems more.

## **7.4 Podcast interview with Oslo voksenoppl ring Servicesenteret**

### **7.4.1 Interview with Robin, Project manager and career counsellor**

*Interviewer: I am sitting here today with Robin, who is the project manager in the FETI-project along with me Kristine Andersen. And Robin, can you start of telling me a bit about how did you find out about the FETI-project?*

**Robin:** Yes, you (Kristine Andersen) and me we were given the responsibility for the FETI project after Helene Fredriksen left in the summer of 2021. I will say that it was both exciting and scary to take on the responsibility for such a large project that involved international cooperation in the field of career guidance, but I did not hesitate when I was asked and I thanked yes to that, of course

*Interviewer: And I am glad to hear that. Can you tell me a bit about where do you work, what do you do and a bit about your background?*

**Robin:** Yes, I can. I come from a small village outside Oslo, Norway. I work at Karriere Oslo where I have worked since January 2021. However, I have worked in the field of integration for 12 years, of which the last nine years before I started my career here in Karriere Oslo I worked with the integration of refugees in the public employment office, that we call NAV here in Norway. I have been working in different NAV offices in various parts of the country.

*Interviewer: So, Robin do you have any specific training, when it comes to immigrants and refugees?*

**Robin:** First of all, I am a trained pedagogue and i have further education in guidance within the labor and welfare administration here in Norway. In addition to that, I am now working on completing my master's degree in career guidance. At the same time as I work full time with career guidance for refugees here at Karriere Oslo and I hold the project management together with Kristine Andersen for the FETI-project as well.

*Interviewer: How do you first engage with the target audience?*

**Robin:** Well, in the first meetings with the participants that we guide here at the office, it is important for me to have a listening attitude towards them. It is important for me to be able to put myself in the other person's shoes, and to understand how career learning, the way that people make choices, is integrated into the lives that they have lived in the past. I often get this out by listening to the refugees life story. There is a lot that can come up here, and many tell of great difficulties and struggles throughout their lives. It is also important in this work to confirm competence through their storytelling as they can give them confidence and drive for their new life here in Norway. It is also important for me through the guidance make clear that injustices in their lives are not an integral part of themselves, and are something about context and coincidences, most often.

*Interviewer: What are the most difficult and / or most rewarding aspects of your work with refugees or immigrants?*

**Robin:** The most rewarding thing is when I experience that people walk out of the guidance room with a smile on their face, and that they experience that they have gained new insight

into themselves and their possibilities in Norway. I must say it also gives me courage when I see that people who apparently lacked faith in themselves have gained new self-confidence when I meet them again after a few months. It is an important principle for me that lack of motivation is not a static property, but something that can be worked on and can be turned around. Although this presents great challenges for us career counselors. In many cases, this is about giving people time and the opportunity to feel mastered and to be confirmed on this. This becomes especially important for refugees and immigrants who do not have formal schooling or work experience.

*Interviewer: What are the tools and activities that you normally use in the initial stages of knowledge and orientation with the target group?*

Robin: When working with refugees at our office, we use a lot of narrative guidance in the career guidance that we provide. We use previous experience, that many find liberating to talk about, and we can connect it with the context they have lived before and their future desires. Concretely we also make a lot of use of a tool called VIP24, which is an image-based career tool based on John Holland's RIASEC system. We have also tried My world of work which is a Scottish tool, with great results.

*Interviewer: To my final question today, what difference has engagement with the FETI Project experience made to your approaches to this work?*

Robin: Well, first of all I must say that the FETI-project has given us a lot of insight into other countries' practice of working with refugees and migrants. We come from very different cultures even though we all are under the umbrella of Europe, and we work with refugees in vastly different contexts. This has meant that there had been some challenges related to what is transferable between the countries. However, in particular our work with IO4 has shown us through system theoretical thinking that there are several things that coincide between the different countries when we work towards social cohesion. We see that the importance of intercultural competence, the importance of local cooperation, long-term thinking, but also the focus on political barriers to integration seem to coincide between the different countries.

*Interviewer: Thank you Robin, for joining us today*

#### **7.4.2 Interview with Kristine, Project manager and career counsellor**

*Interviewer: Today I am sitting here with Kristine, who is one of the project managers in the FETI project along with me Robin Vikaune Ciovina.*

*First of all, Kristine, can you start of by introducing yourself?*

Kristine: Of course I can. I work at Karriere Oslo in Norway, and I work as a career counsellor. I work with both refugees and immigrants and also people from Norway who are in need of some career counselling. As you mentioned I am also one of the project managers in the FETI-Project

*Interviewer: Great! Kristine, can you tell me a bit about what kind of counselling activities you have done in the project?*

Kristine: In the project we have done different career counselling activities with the different people we are counselling. We have always used the FETI-model as a baseline and decided what kind of tools to use based on the unique setting and the unique individual we are counselling. Our plan was to also have group sessions, but unfortunately due to the covid-situation that was not possible, so we have therefore done individual sessions focusing on what the particular person we are talking to needs.

*Interviewer: Even though our focus has been on individual guidance, can you tell me a little bit about the tools or activities that you normally use in the initial stages of knowledge and orientation with the target group?*

Kristine: First of all, I always try to focus on being respectful, openminded and trying to meet the person where the person is. I also believe in individual adaptation; I do not think that one size fits all are appropriate when it comes to career counselling. So, I believe that we need to meet the person that is in front of us and try to find an approach that matches their needs. In the FETI project we have used different kind of tools, and we have used some of the tools from the pool of tools in IO2. We have for instance used the Lifeline tool, the Søt-model and the My world of work webpage from Scotland. We have also added some elements from the other tools from the pool of tools where we found that appropriate. So, I do believe in individual adaptation, and you can use that with the different tools as well; you can use some elements from the tool if that is appropriate.

*Interviewer: Kristine, as an experienced career counsellor what are the most difficult or the most rewarding aspects of your work with refugees and migrants through your experience?*

Kristine: I think that there are a lot of rewarding aspects when it comes to counselling immigrants. At the same time, of course there are some difficulties as well. One of the main difficulties to me is that the system sometimes can be confusing and sometimes also can be frustrating for the immigrants. For instance, I know that a lot of the people that I counsel have higher education from their home countries and sometimes that might not get accepted in Norway, and that can be very frustrating. When it comes to the most rewarding part for me is that I get to meet a lot of incredible people and I get to listen to their stories. I am very happy that I get to meet so many different people and that I get to talk to them about their future in Norway and try to build their self-confidence because they do have a lot to offer in Norway or in their new country.

*Interviewer: Kristine, what difference has engagement with the FETI Project experience made to your approaches to this work?*

Kristine: I think that the most important thing for me is that I think that there are a lot to learn from other people working in the field, and I think that we should continue to look for different tools, models, approaches and so on to continue improving ourselves as career counsellors. In the FETI-project I especially find the pool of tools useful, and something that I am going to continue using in my everyday counselling life, and try to adapt it the individual that I meet. So, the pool of tools is one of the most useful things, to me.

*Interviewer: and with that I want to thank you for coming to the podcast studio today, and goodbye.*

Kristine: Thank you.