



**From Exclusion to Inclusion –
A model towards upskilling and
Integration
(FETI)
Intellectual Outcome 6
2019-1-NO01-KA204-060276**



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From Exclusion to Inclusion (FETI) FETI-Add

A Supplementary Support Pack for Social Cohesion and 'hands on guide' for practitioners in working with the FETI model.

What can I expect in this FETI-Add pack?

The FETI-Add pack had been designed to help you with your role following the crisis of refugees arriving in large numbers from Ukraine. The team at the FETI Project have chosen to develop a support pack for practitioners who are working with this vulnerable group and who may be feeling overwhelmed by the size of the task. We are using our experience with this project to guide you through some steps as you take on this challenge.

Need a Bit of Background?

The Erasmus + FETI project was aimed at matching immigrants 'and refugees' skills to the needs of the labor market or to their aspirations in education, however the project developed towards trying to achieve social cohesion in the populations with whom we were piloting the materials. Our experience with the target group has shown that some adults in our groups had little opportunity of primary or secondary education, whilst others had little or no work experience. Many of your groups will have similar challenges with language skills, and most will naturally have little understanding of how their new countries function both socially and economically. These factors may make them feel socially excluded from their new host country.

The FETI team (Oslo Adult Education Servicecentre, SWAPWest. ENGIM and Istanbul University) felt that the dramatic increase in refugees from Ukraine would present a challenge to practitioners in this sector and FETI-Add will go a little way towards supporting individuals and agencies who are working with this new group of migrants. It may also be used in conjunction with the short course for practitioners 'Empowering Migrants – A Framework for Practitioners' and other FETI resources, as well as a supplement to the Workshop for Ukraine <https://www.scottishwideraccess.org/moodle/course/view.php?id=8>

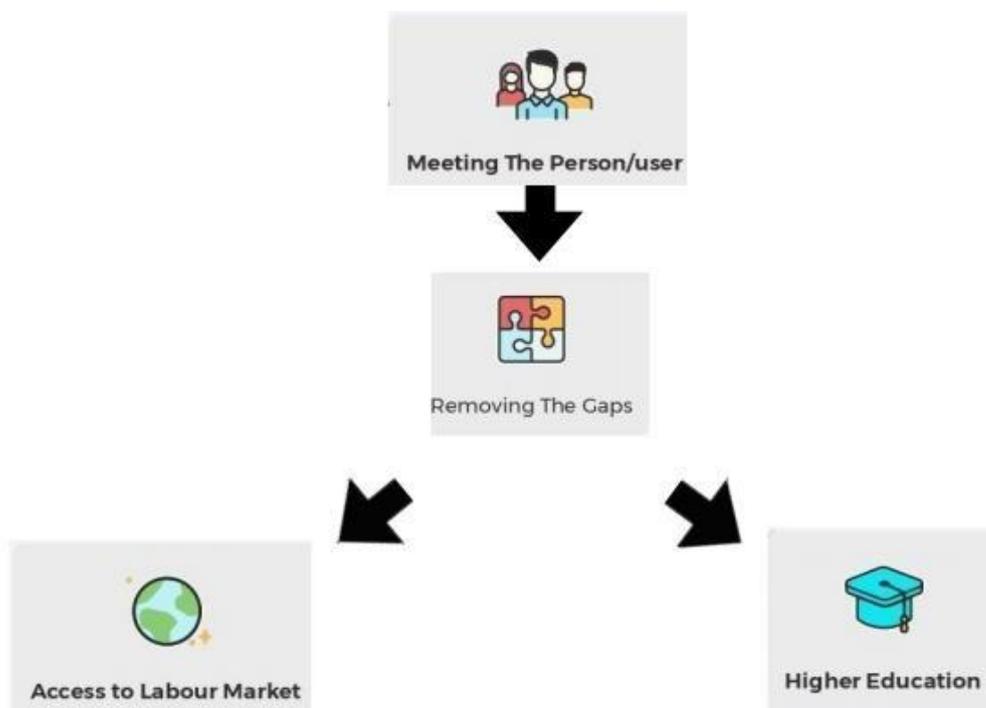
The model we have developed - the FETI model (see below) offers a route to settling the participants into the host society and beginning the process of integrating them into that social community. The materials and exercises provided within this package and the FETI Project are offered freely for use by anyone who is interested in the issue of refugee and asylum seeker inclusion.



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The FETI Model:



The FETI Model outlines the steps along the path for the majority of refugees meeting with organizations and agencies. The first event we have called 'Meeting the Person', then we move on to 'Removing the Gaps'. The path divides into a route into the labour market i.e. a job, or training for work or into education.

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

Challenges like integrating refugees into society and equipping them for the differences in the host country are far too large for any single project to solve but since many countries share the same issues, we felt that a coordination of methods might go some way towards assisting the refugee population in securing work, education or training leading to employment.

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

access to, upskilling pathways, by developing innovative approaches that enable adults to access learning pathways which suit their specific needs. Much of the work we have done within the FETI Project has been around guidance and counselling with the refugees to help them in deciding what path they should take in their future careers and helping them towards this goal.

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

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

Most European countries set a goal for refugees to reach a level of competence in the host language and for some, this may be appropriate as they need to be able to communicate at a high level to attend further education or take up some occupations e.g. childcare, medicine. Being active in either education or securing skills within vocational trades is one of the main methods of inclusion in the new society and this is to be encouraged.

The aim of the FETI Project was to contribute to this process by:

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

We consider our model and supporting materials will help you to achieve this with your refugee groups or individuals.

Where do I start?

In an ideal world, we would hope that you started with some training and support for your role, however we know that this is not always the case, as is evidenced by the Ukraine crisis. If you are new to the task, you might like to start with undertaking our Workshop for Ukraine, details of which can be found <https://www.scottishwideraccess.org/moodle/course/view.php?id=8>

If you cannot do this, then we offer a range of materials to support you from a short course for

practitioners called 'Empowering Migrants: A Framework for Practitioners' to the materials developed in the resources section of the FETI website and the tools listed there.

We have also designed some fictional characters, the "Personas", who include some of the characteristics that can be typical of the refugees. The personas are a way to exemplify users and give you an idea of what these individuals might need in terms of support, and we have included one of a refugee from Ukraine, as an example for you of what you might face. The FETI team believe that having some visual examples is a useful way to increase practitioners' expertise, especially in a period like this where the influx of migrants from Ukraine may be putting pressure on over stretched resources and staff. The personas show how different tools and methods can be used with the refugees (in different institutional and cultural contexts) and show you how you can use the most appropriate practices and tools for people with different backgrounds and needs within the target group. You can see these at: <https://fetiproject.com/wp-content/uploads/2021/10/Intellectual-Output-2-final.docx-kombinert.pdf> pp74-90.

Meeting the Person

"Meeting the person" is the first stage in building a relationship with the refugee and will vary depending on when the individual makes contact or is referred to you or your organisation. In some cases, this may be very early after the person arrives in your country but in other instances, it may be once they are more settled.



One of the major problems when dealing with categories of vulnerable people such as that of refugees is **trust**: the construction of a relationship that, even if it is of short or medium/ long duration, constitutes the structure to deal with the person, whatever he needs: career guidance, job support, insertion into professional or vocational training courses, or basic education support, social or administrative help. Without such trust, any relationship that is carried on with people with a difficult past such as refugees will be ineffective. You also need to be aware of cultural differences between your own country and that of Ukraine in terms of dress, gender groupings, etc. It is also important in allowing you to determine what is a suitable way forward for the refugee in front of you – how will this person deal with authority? Are they affected by traditional gender roles in their choice of career or in their behaviour?

You need to try to understand how this person came to your country. This is a listening activity, through which you will be able to discover the person's urgent needs and to reconstruct the missing links in the "chain of needs" expressed (for example, the need for a job is subordinate or related to a permit to remain in the country, language ability, health care, housing etc).

Here you get to know the person, and, like all human relationships, the first meeting plays a fundamental role in the development of the relationship.

There might be obstacles preventing his needs being met, or he may need something specific like medication for an existing health issue. At this stage it will not be possible to address all the requests or demands of the person – that can come later.

In the project, our target groups were provided with individualised help so that this model could be extended to multiple agencies in future and provide a valid grounding for independence.

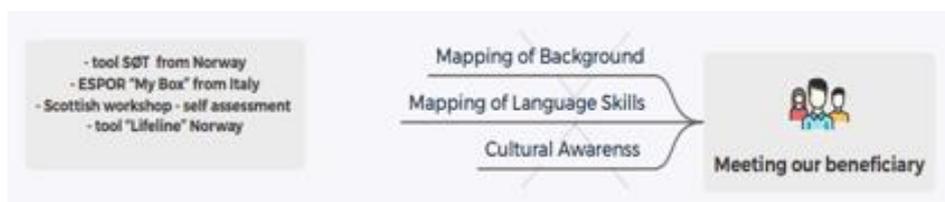
Removing the Gaps

The next step is ***'Removing the Gaps'*** and should ideally be carried out by the same person to build upon the relationship established with them. This aspect plays a central role in working with refugees. Their experience and their past have a deep impact on their approach to the present and in their ability to see themselves in the future. This situation combined with a poor knowledge of the country's language, makes any path towards inclusion difficult. Precisely for this reason the first phases of our model are crucial.

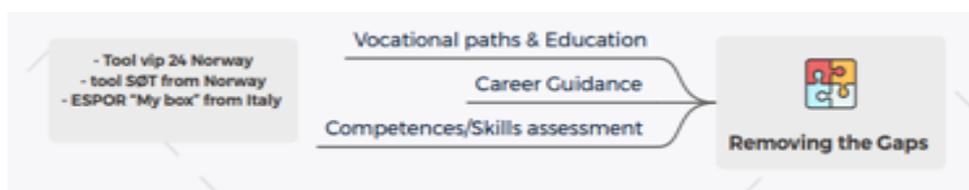


The FETI team decided to map appropriate tools for their target groups taking into account the competences that were considered essential to enable progression either to employment or to education. A database of these tools was compiled (see below).

Tools "Meeting the person"



Tools "Removing the gaps"



Tools "Labour market"



Tools "Higher Education"



This person may wish to change direction and have a fresh start, take a different vocational or educational path or job and he may lack guidance, or be unclear on what competences are needed for the path/job he wants to pursue. The FETI approach can assist the refugee to complete an in-depth analysis of all their experiences in training and work (formal, non-formal and informal). This will give them a better understanding of their own attributes to include either in curriculum vitae or in applications for study e.g. does he have the right grounding in mathematics to pursue a career in engineering?

Your role is to guide them towards what is most appropriate for their needs at this time, given that they may be suffering from trauma, desperately feel the need to work or be required to take on additional domestic responsibilities as many refugees are travelling with extended family members.

In the project activities, we encouraged the integration of immigrants and refugees into the host country as we believe that the best way of achieving this is to develop strategies, methods and educational opportunities which strengthen an individual's position rather than developing a blanket approach for all. We assessed each participant's attributes, skills and competences and built upon the assessment to develop key competences. Our model supports individuals to enter education or the workforce by ensuring that they are aware of their own learning strategies. We endeavoured to ensure each participant from the pilot groups was self-aware of the pathway which best suited their needs to gain employment or entry into education.

Language barriers, lack of income and cultural differences are some of the issues which our participant group tried to overcome to integrate themselves into their new societies. We aspired to ease the pathway for this population and where necessary develop new routes.

What kind of help can FETI offer me?

The FETI Model came about as we imagined different "paths" that our users can go along and the different stages. The aim was to gather tools and methodologies so that when you meet the refugee, you know what is available.

The FETI model embraces different aspects from looking at skills and career guidance, to considering the socio-cultural-work background the person has come from and then moving on to working towards social cohesion and integration into the host society. This involves encouragement to improve language and communication skills in order to play a full part in society.

Governments and organisations are focused on providing initial practical help in response to the Ukraine crisis. Including refugees within labour markets and education forms part of this targeted response and you must be able to offer guidance and counselling to your refugee that matches his or her expectations (within limits, of course).

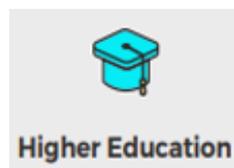
One of the things you could offer would be asking him to undertake some activities in assessing existing skills and competences and finding out if any existing qualifications are recognised in your country, especially if the refugee has credentials for these. This is also an opportunity to highlight where skills development could assist with the process of integration. FETI has produced materials and tools to help you with assessment of skills and competences to encourage integration into either the job market or education and training. There is also a workshop which you can use developed specifically to allow each person to self-assess their own competences (the link to this is below).

What route(s) can the person take?

As you saw in the FETI model above, the path that a refugee can take divides in two here, one route into work and one into education. Now that you have had at least a couple of meetings with your refugee, you and your beneficiary will be able to talk about what is the best route for them, and you will be able to signpost them towards help.

Access to the Labour Market or into Education?

There are multiple tools made available by the FETI team. The ones we found best matched our target group in the early stages were, for example:



- SØT Norway (from Oslo Voksenopplaering Service Senter, Norway)
- ESPoR "My Box" activity (from ENGIM Piemonte Associazione, Italy)
- Lifeline (from Oslo Voksenopplaering Service Senter, Norway)
- Preparation for HE (from Scottish Wider Access Programme West SCIO, United Kingdom)



We believe that differences in methodology and tools is a great strength of the model created, because it makes it fluid and adaptable to lots of different participants that you might meet in the course of your work.

These tools can be used depending on different factors: time, use, implementation, and were found to be adaptable in all of our partner countries leading us to believe that they will be able to be used in any other European nation.

For ease of use, these are all hyperlinked below.

What else do I need to know?

To incorporate elements of best practice, all the tools should be delivered using an intercultural approach. Every professional working with refugees is necessarily called on to deal with diversity and cultural pluralism in the performance of their task; this translates into the need to use an approach that tries to understand the other person's perspective. The intercultural counselling approach supports individuals, groups, families, and communities belonging to minority groups, with the aim of favouring their introduction to the host society, ensuring their integration and improving their prospects while supporting them in dealing with the transition crises that are typical of migration processes.

Is there a training guide for practitioners working with refugees?

The FETI *Best practice guide* provides the findings of our project and highlights the guidelines, ethics and ideas that represent the most efficient or prudent course of action to working with refugees.

It focuses on effective and efficient practices used by the FETI team with refugees. It includes the voices and experiences of some participants in the FETI project and of professionals working with migrants and refugees thanks to the production of podcasts that are available on the project website at: <https://fetiproject.com/podcast.html>

During research into the work of agencies and organisations involved with refugees, it became obvious that many of the staff had never had any training for their role. In a small way, we hope to help with this lack by producing not only this FETI-Add pack but also the short course for practitioners in the field, Empowering Migrants – A Framework for Practitioners, to assist them with their role.

This is available at: <https://fetiproject.com/short-course-for-practitioners.html>

Where can I find more information on the FETI project?

You can find all the outcomes and products of the project at: www.fetiproject.com

Below is the link to all the materials we have mentioned in the FETI-Add pack. Good luck in your role.





Links to the FETI Tools:

A raft of ideas to support you in carrying out activities is found in Intellectual Outcome 3
<https://fetiproject.com/wp-content/uploads/2021/09/IO3-Skill-development-package.pdf>

The competence assessment workshop can be accessed at:
<https://www.scottishwideraccess.org/moodle/course/view.php?id=8>

The personas can be accessed at:
<https://fetiproject.com/wp-content/uploads/2021/10/Intellectual-Output-2-final.docx-kombinert.pdf> pp74-90

The Short Course for Practitioners can be accessed at:
<https://fetiproject.com/short-course-for-practitioners.html>

The podcasts of refugees and staff can be found at:
<https://fetiproject.com/podcast.html>

The Workshop for Ukraine materials can be accessed at:
<https://www.scottishwideraccess.org/moodle/course/view.php?id=8>

