



## ENSEMBLE Manual



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**Project partners:** The ENSEMBLE project is implemented by the following 7 partner organisations

 <p>IFRTS Corse Institut Corse de Formation et recherche en Travail Social, Médico-Social et Sanitaire</p> <p>Institut Corse de Formation et Recherche en Travail Social (IFRTS) Lead Partner, France <a href="http://www.ifrtscorse.eu">www.ifrtscorse.eu</a></p>	
 <p>Scuola Centrale Formazione Project partner, Italy <a href="http://www.scformazione.org">www.scformazione.org</a></p>	 <p>IAL Innovazione Apprendimento Lavoro Friuli Venezia Giulia s.r.l. Project partner, Italy <a href="http://www.ialweb.it">www.ialweb.it</a></p>
 <p>IHF, Institut de Haute Formation aux Politiques Communautaires asbl Project partner, Belgium <a href="http://www.ihfeurope.eu">www.ihfeurope.eu</a></p>	 <p>FALEP 2B, Fédération des Associations Laïques d'Education Permanente Project partner, France <a href="http://www.laligue2b.org">www.laligue2b.org</a></p>
 <p>Community Development Institute (CDI) Project partner, Macedonia <a href="http://www.irz.org.mk">www.irz.org.mk</a></p>	 <p>Internet Web Solutions (IWS) Project partner, Spain <a href="http://www.internetwebsolutions.es">www.internetwebsolutions.es</a></p>

To find out more information about the ENSEMBLE project, visit our website [www.projectensemble.eu](http://www.projectensemble.eu) or like our [facebook page](#) !

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## O4 – ENSEMBLE Manual

## I. INTRODUCTION

This document has been written for the Strategic Partnerships for vocational education and training “ENSEMBLE: Expectations and Non-formal Skills to Empower Migrants and to Boost Local Economy” (2017-1-FR01-KA202-037485) funded with the financial support of Erasmus+ programme.

### Background

Frontex estimates that 503.000 migrants have entered the EU in the 2016. Leaving aside the social and political connotations of the phenomenon, migration actually may represent a resource for the EU economy now on track to full recovery, if only there were systems in place to accompany migrants, particularly those low-skilled, to economic and social integration through suitable VET solutions. The Europe 2020 strategy has in fact identified the improvement of integrating migrants to work within their EU host country as a priority. There is an immediate need to properly and quickly identify appropriate VET paths that suit - and match - both migrants' expectations and hosting economy's needs.

### Project objectives

The **ENSEMBLE: Expectations and Non-formal Skills to Empower Migrants and to Boost Local Economy** project aims at developing and validating an innovative NFIL mechanism focusing on the needs of the migrant that will help VET educators to identify and assess the NFIL professional competences of migrants to facilitate their work integration in three key sectors: catering, manufacturing and construction.

To this end, partners of the ENSEMBLE project commit in developing and testing the NFIL professional competences adapted to the VET educators and the migrants needs. This innovative tool is accessible on an OER platform and it contributes to overcome the challenges of migrant integration (e.g. the language barrier, intercultural misunderstanding, ...).

### Our target groups

**100 educators** working in Vocational Education and Training (VET) organisations

**100 low-skilled migrants** who are extra EU people aged 18 to 55 whenever possible arrived in the EU in less than 1 year so as to capture:

- trainees at the entry level in the labour market (aged 18-25)
- workers already in the labour market in the country of origin (aged 26-45)
- workers with considerable previous work experience (45+)

## **Expected results**

The ENSEMBLE project will contribute to quality improvement of the Vocational Education and Training (VET) sector and it will ease migrants social and professional integration. First, VET educators and migrants recently arrived in France, Belgium, Italy, Spain and Macedonia will benefit from the educational method and tools developed in the ENSEMBLE framework. Then, the innovative method will be disseminated throughout the other EU countries.

## **What is the ENSEMBLE manual? Structure and content**

The present manual consists common Operational guidelines to implement the ENSEMBLE Non-Formal and Informal Learning (NFIL) innovative mechanism. These operational guidelines represent a technical and organizational tool that helps educators working in Vocational Education and Training (VET) organisations to:

- Understand the overall functioning of the ENSEMBLE mechanism
- Understand the times and methods of use of the cross-cultural alignment tools
- Understand the functionality of the multimedia skills dashboard
- Organize the NFIL competences mapping services for migrants
- Standardize the implementation of the service model comprising, at the same time, a range of alternative solutions to the occurrence of anomalous situations
- Standardize the outcomes, reports and evaluation boards connected.

The final version of this manual results from several months of deployment and testing of the innovative tools in the five EU countries participating in the ENSEMBLE project.

## II. CROSS-CULTURAL ALIGNMENT TOOLS

### II.1. Cross-cultural country fiches

Ensemble Country fiches are effective snapshots of 30 most relevant countries in terms of migration tendencies according to UNHCR with the following learning outcomes:

- Recognise migrants' cultural, personal and professional characteristics and conditions.
- Empower operators to better understand migrants' country of origin idiosyncrasies and deal with them.

Apart from general learning outcomes, as part of cross-cultural alignment tools, contents selected in the country fiches are related to cultural impacts in one particular country. Special emphasis is put on those aspects that deeply affect people's behaviours and attitudes such as economic backgrounds, social and cultural components of a country as well as education aspects and daily life curiosities like gastronomy and sports.

Data included in each country fiches are the following:

- General information, including Capital, Official languages spoken, Major languages, Population, Density, Gender ratio (which might give the operators hints on gender related issues), Currency, Time zone, Driving rules, Calling code.
- General overview
- Education System
- Economy
- Culture and religion
- Sources
- Further references were included to let partners add any further information, tools or link of interest available in each country, thus customizing even more those tools.

Country fiches are presented in alphabetical order to boost their usability and they are offered online within the toolkit as part of Ensemble cross-cultural toolkit. They are totally free and available 365 days per year with no restriction of sort. No login or registration is required to avoid any possible obstacle to usage and boost accessibility.

Countries included are:

- |                           |                        |
|---------------------------|------------------------|
| 1. Afghanistan            | 16. Iran               |
| 2. Algeria                | 17. Iraq               |
| 3. Bangladesh             | 18. Kuwait             |
| 4. Burkina Faso           | 19. Mali               |
| 5. Cameroon               | 20. Mauritania         |
| 6. Congo                  | 21. Morocco            |
| 7. Côte d'Ivoire          | 22. Nigeria            |
| 8. Dem. Rep. of the Congo | 23. Pakistan           |
| 9. Egypt                  | 24. Senegal            |
| 10. Eritrea               | 25. Sierra Leone       |
| 11. Ethiopia              | 26. Somalia            |
| 12. Gambia                | 27. State of Palestine |
| 13. Ghana                 | 28. Sudan              |
| 14. Guinea                | 29. Syria              |
| 15. Guinea-Bissau         | 30. Tunisia            |

All fiches have been translated and uploaded in English, French, Italian, Macedonian and Spanish (totalling 150 country fiches) and a dedicated section has been created within the Cross-cultural toolkit section. [http://www.projectensemble.eu/country\\_fiches.php](http://www.projectensemble.eu/country_fiches.php)

#### Cross-cultural Alignment Toolkit Contents

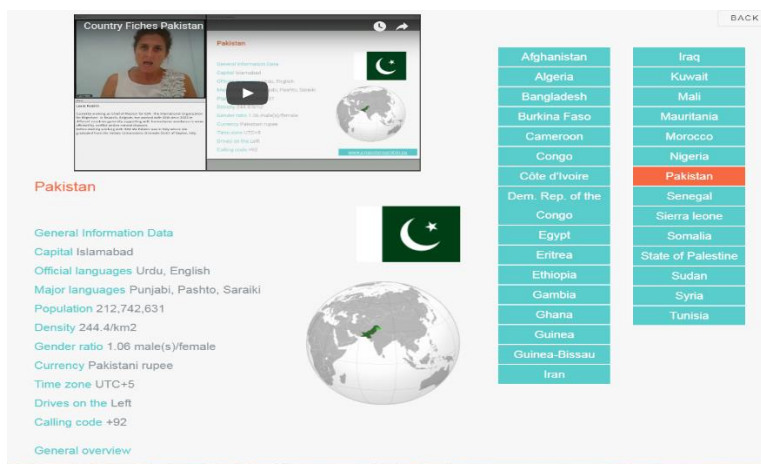
In this section you will have access to all cross-cultural alignment tools developed or mapped within Ensemble Project.

**E-LEARNING  
Platform**  
resources  
toolkit videos  
beneficiaries  
audiovisual  
courses  
training  
e-platform  
e-learning





To add a multimedia perspective to country fiches an explanatory video of a native operator of certain countries has been added. Those videos are added values as they tell real life experience of migration operators who have lived in those countries and they report on their lessons learned and best practices acquired from their experience on the field.



Some of the sources and resources used to elaborate Ensemble Country fiches were Central Intelligence Agency, IndexMundi, Commisceo Global, World Bank, Classbase, Statista, etc. to name some.

Country fiches have been elaborated and peer-reviewed within the consortium, yet feedback forms are available in all languages within this section to ensure an ongoing collection of feedbacks to finetune and further improve those tools even after the end of Eu funding, thus guaranteeing project's sustainability.

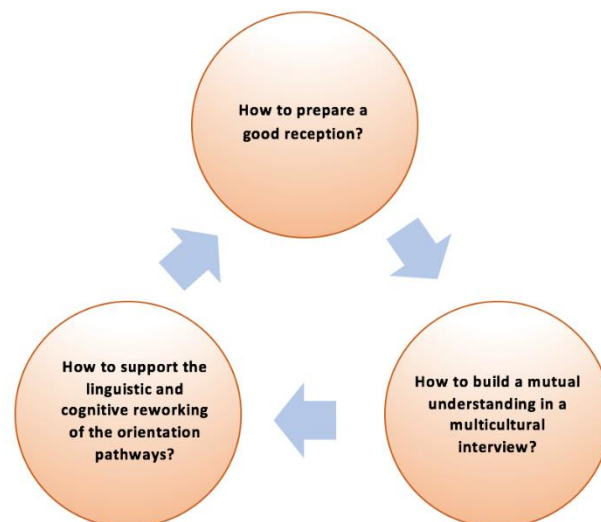
## II.2. Contents of the Web-Based Learning Tool

Managing an orientation interview with immigrants, who are in a situation of vulnerability due to their migration pathway, poor linguistic skills and insufficient knowledge of the cultural and professional context of the country of arrival, raises many questions.

We tried to formulate three of these questions, starting from the reflection on how we can break down an orientation interview and which skills are to be integrated by adopting a "cross-cultural" approach. This term refers to the assumption and sharing of the following points: the acquisition of an attitude towards decentralization; collaboration with other professionals and fields of knowledge; the implementation of organizational changes and solutions facilitating the communication.

The result is a kind of “guide to the interview”, due to the direct and practical nature of the suggestions. But at the same time, it presents itself as a self-training tool for the theoretical windows that it invites to open and deepen.

The 3 question marks are the following and represent a short summary of the path:



In summary, the tool consists of:

**Checklist - operator.** A quick and immediate tool to self-assess your professional practice in managing the complexity of the new beneficiary.

**Table - "Cross-cultural competences".** Each competence is declined in: learning objectives - knowledges – capacities - resources available.

**Deepening sheets.** Each sheet deals with a phase of the interview. The information given is practical, but with references to fertile theoretical research structures in this historical moment. We have selected the themes that seem to us to be extensible to all the host Countries, but aware that even within the European context, organizational and communicative practices are distinguished by cultural peculiarities. For each question, are available: a practical suggestion (an idea ... to be developed) and a minimal bibliography on the topics of reference; all resources that need to be implemented and adapted according to the European area and linguistic reception.

*This resource is available for guidance and vocational training professionals; the invitation is that good personal practices, reflections on proposed themes and resources that everyone can create, could find sharing contexts to enrich and support complex situations in the best possible way.*

## ENSEMBLE TOOLS

### SKILLS CHECK LIST

	Never	Sometimes Occasionally	With regularity	Always
Sequence I				
I collect information about the beneficiary that I will meet (name, surname, country of origin, reference structures, etc.)				
I search for references and information about the beneficiary's context of origin before the interview				
I review the useful/necessary goals for the meeting				
I review the useful/necessary resources (networks, services, etc.) for the meeting				
Sequence II				
I show interest, attention, empathy				
I use the practice of active listening				
I reformulate the question in case I'm not sure of understanding				
I respect the phases of silence				
I pay attention to the implicit cultural representations both of the beneficiary and mine, as an operator				
I welcome the different points of view				

Use of tools for collecting information (map, summary, bulleted list ...)				
Sequence III				
I browse to the information collected				
I think back to the answers given				
I offer a list of useful resources (networks, services, etc.) to which the beneficiary can refer				
I look for more resources and links				

## CROSS CULTURAL COMPETENCE

### Competence 1

- Identify the cultural, personal and professional characteristics and conditions of the newly arrived immigrant, taking into account the characteristics of the context of origin, as well as the personal and cultural specificities.

#### Learning objectives

- Acquire basic information on regulatory, geopolitical, economic contexts, etc. within which the reception activities take place;
- Acquire personal information from the beneficiary and place it in the correct cultural and professional dimension of origin;
- Communicate effectively and appropriately with people from different cultures.

#### Required knowledges

- Specific cultural concepts (religious, political, social, economic, cultural, environmental, etc.);
- Elements of human geography and populations;
- Historical phenomena and dynamics of migratory processes;
- Basic communication techniques and management of interviews;
- Verbal and non-verbal communication techniques;
- Basic techniques and tools for managing cultural relations.

#### Capacities (behaviors to be adopted)

- Cultivate **interest in different cultures** and worlds;
- Being able to open up to **different points of view**;
- Adopt **flexibility and awareness** in communication;
- Apply **empathic relational modalities**;
- Apply the **suspension of judgment**.

**Tools to support the acquisition of  
competence**

1. ENSEMBLE tool - **COUNTRY FICHES**
2. ENSEMBLE tool - **Checklist**
3. ENSEMBLE tool – **PREPARE YOURSELF  
FOR THE INTERVIEW**

**To know more**

**TOOLKIT**

[https://www.coe.int/it/web/language-  
support-for-adult-refugees/list-of-all-tools](https://www.coe.int/it/web/language-support-for-adult-refugees/list-of-all-tools)

1. TOOLKIT, Tool 1 - *The geopolitical context of migration;*
2. TOOLKIT, Tool 3 - *Ethical and intercultural issues to be known when working with refugees;*
3. TOOLKIT, Tool 4 - *To deal appropriately with cultural differences and to manage intercultural communication;*
4. TOOLKIT - Tool 34 - *Management of the first meetings;*
5. TOOLKIT - Tool 40 - *Start to socialize;*
6. TOOLKIT - Tool 19 - *Break the ice and create confidence within the group;*
7. KILT: sequence 5.3 - *Cartography of life trajectories;*
8. KILT: sequence 6.1 - *The reception, the meeting with a resident, a beneficiary, a patient.*

**KILT Project**

[https://assr.regione.emilia-  
romagna.it/it/servizi/pubblicazioni/rapporti-  
documenti/libro-kilt](https://assr.regione.emilia-romagna.it/it/servizi/pubblicazioni/rapporti-documenti/libro-kilt)

## DEEPENING SHEETS

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## PREPARE YOURSELF FOR THE INTERVIEW!

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### How do you prepare a good reception?

*Identify the cultural, personal and professional characteristics and conditions of the newly-arrived immigrant, taking into account the characteristics of the context of origin, as well as personal and cultural specificities.*

Before each interview, it is useful to take a few minutes to collect the information available on the person we are going to orient. To facilitate this, a **Checklist** is available in Section I, which suggests what it might be useful to investigate or have close at hand during the meeting (e.g. maps, photos, documents ...). Above all, choose among the resources provided in the section **Supporting Tools for the acquisition of competence** those that you find useful for managing the interview or simply to bring your attention to the experimentation of a new instrument or approach.

The use of resources, such as the **Country Fiches**, not only serve to have a general idea of the context of origin, but allow to memorize the names of cities, regions, languages, typical dishes ... which in the absence of sufficient linguistic knowledge may turn out to be effective elements. For example: if you want to know the city of origin and the question *which city of Pakistan do you come from?* is not understood, reformulating the request with *Do you come from... (Islamabad)? Do you come from...(Gujarat?)*, often the interlocutor could understand better. When you don't know the language, recognizing a known element is one of the turning points to make hypotheses about the type of request. Keep in mind that, with certain exceptions, the linguistic competence of a person who has been in the host country for about a year could be at most an A2 level of the QCRE, which means a small autonomy in managing the interview in L2.

Draw also your attention to the space. In most cases, interviews take place in places not prepared for this function (e.g. a large schoolroom, or canteen), or in an office room, in a "face-to-face", separated by a table. Flexibility and adaptability is a quality of the operators in this sector, but it is good to keep in mind the positive effect of an orderly

and welcoming environment. Even just a carafe of water and a glass available to "refresh" the situation are enough, especially if the time of the interview is long. Although it is always an asymmetric relationship between operator-beneficiary in the respective roles of "power" (professional, communicative, social status), few measures can contribute to create a mood of trust and reliability. It is good to know that not for all cultures the one-to-one relationship represents the ideal situation to open up to confidences and sharing. So do not be surprised that the beneficiary can be accompanied by one or more people and it is up to you to evaluate from time to time the inclusion or exclusion of these chaperons in the orientation interview.

At the European level, there are active devices that provide for a group and multicultural settings, especially in the psychiatric care sector (see T. Nathan and M.R. Moro). These devices can be used in a prevention of suffering, naturally adapted, even in other contexts. It is about spreading a shared culture around a cross-cultural approach. This is to open up to the awareness that for some migrants only the word that circulates in a specially assembled group, and therefore shared by several people, is the word that has value.

The gestures of the first meeting like *handing*, *smiling*, *looking into the eyes*, *accompanying with a gesture of the hand* ... are culturally connoted, as well as the verbal formulas introductory to the meetings. It is not a matter of transforming our modes of interaction and start an interview, but of becoming aware of the potential problems of intercultural communication. For this reason, we provide a very useful and developing resource: **the Map of Intercultural Communication**. You will find cultural values, verbal and non-verbal languages and communication events in many geographical and cultural areas of the world.

The choice of using the formal or informal speech register is subjective, depending on whether you want to recreate a more or less familiar atmosphere. First of all, it is useful to ask ourselves how we would react in the same situation and what motivates us to a specific choice. This is to say that it is not the register itself that represents an obstacle,

or facilitates comprehension, since at the initial levels the attention is more on words that carry meaning: for example, in the sentence *what language do you speak?* the attention is on the words *language* and *speak*.

Finally, the voice. Let us not forget that through the voice we express a communicative energy. Pay attention to the tone of the voice so that it is loud and clear enough to become a facilitating element of understanding.

*I have an idea ... to be developed!*

The opening of an orientation interview can use icebreaker tools, where a small use of the language is required, but a lot of non-verbal interaction.

For example, build cards with photos or icons representing jobs and professions. Ask to your interlocutor to choose the cards that belong to his experience. Do the same thing, at the same time, and represent your professional path. You can also put images in order of importance, or divide them between activities that you like or dislike.

### Additional resources

Map of Intercultural Communication: available in

<http://www.mappainterculturale.it>

Common European Framework of Languages (QCER): available in

<https://www.coe.int/it/web/lang-migrants/cefr-and-profiles>

## CROSS CULTURAL COMPETENCE

<b>Competence 2</b>	<ul style="list-style-type: none"> <li>• Interpret / identify criticalities, necessities and needs of the newly arrived immigrant in relation to the specific migration path and project, even when linguistic mastery is insufficient for the narration.</li> </ul>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Identify and distinguish possible inconveniences, even if not explicitly stated, due to the lived migrant dimension, the lack of support networks, the poor linguistic proficiency, etc.;</li> <li>• Interpret the beneficiary's demand and the nature of the needs;</li> <li>• Recognize the personal, cultural and professional resources of the immigrant as resources to be exploited in different contexts;</li> <li>• Adopt behaviours adapted to the needs and specificities of the beneficiary and relativize the differences and the distances between cultures;</li> <li>• Interpret cultural codes, eliminate stereotypes and prejudices;</li> <li>• Develop an empowerment approach.</li> </ul>
<b>Required knowledges</b>	<ul style="list-style-type: none"> <li>• Characteristics, needs and resources of the territory;</li> <li>• Basic elements of sociology and cultural anthropology;</li> <li>• Basic communication techniques and management of interviews;</li> <li>• Verbal and non-verbal communication techniques;</li> <li>• Basic techniques and tools for managing cultural relations.</li> </ul>

<p><b>Capacities (behaviours to be adopted)</b></p>	<ul style="list-style-type: none"> <li>• Being able to <b>open up to different points of view</b>;</li> <li>• Adopt <b>flexibility and awareness</b> in communication;</li> <li>• Apply <b>empathic</b> relational modalities;</li> <li>• Apply the <b>suspension of judgment</b>;</li> <li>• Exercise responsibility;</li> <li>• Being able to communicate with <b>assertiveness</b>.</li> </ul>
<p><b>Tools to support the acquisition of competence</b></p>	<ul style="list-style-type: none"> <li>• ENSEMBLE tool – <b>Checklist</b>;</li> <li>• ENSEMBLE instrument – <b>GUIDE THE INTERVIEW</b>.</li> </ul>
<p><b>To know more</b></p> <p><b>TOOLKIT</b></p> <p><u><a href="https://www.coe.int/it/web/language-support-for-adult-refugees/list-of-all-tools">https://www.coe.int/it/web/language-support-for-adult-refugees/list-of-all-tools</a></u></p> <p><b>KILT Project</b></p> <p><u><a href="https://assr.regione.emilia-romagna.it/it/servizi/pubblicazioni/rapporti-documenti/libro-kilt">https://assr.regione.emilia-romagna.it/it/servizi/pubblicazioni/rapporti-documenti/libro-kilt</a></u></p>	<ul style="list-style-type: none"> <li>• TOOLKIT - Instrument 24 - <i>Identify the most urgent needs of refugees</i>;</li> <li>• TOOLKIT - Instrument 25 - <i>Discover what refugees already know to do and what they will have to do in the language of the host country</i>;</li> <li>• TOOLKIT - Instrument 29 - <i>The most important things to learn according to refugees</i>;</li> <li>• KILT: sequence 6.2 - <i>Non-violent communication: some keys for opening up to the other</i>.</li> </ul>

## GUIDE THE INTERVIEW!

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*Interpret / identify inconveniences, necessities and needs of the beneficiary in a situation of vulnerability related to the specific path and migration project, even when linguistic mastery is insufficient for the narration.*

### How to build a mutual understanding in a multicultural interview?

In *Section II* of the **Checklist** you can compare yourself with 7 points of attention, which concern both the communication and the attitudes to be held. You can either browse it before the interview or review it at the end to review the sequences. Here we add a further point of attention concerning the words and the use we make of them. When we are immersed in a daily space (professional, scholastic ...), both as professionals and as citizens, we use acronyms and local terms with the naturalness of those who think them universally understandable. Take the habit of not taking anything for granted and, slowly, create a list of those essential technical words to share and ensure mutual understanding. Try to explain them and define them otherwise, with images, if you have the possibility to get translations, or definitions in multiple languages: this could be a group task among operators during self-training or programming phases.

Speaking in a clear and simple way and using pluri-lingualism effectively are the pillars of a good interview, especially if a good reception is on the basis. You will find some tips by browsing the TOOLKIT (tool 24, 25; 29) or the KILT material (sequence 6.2) of the **To know more** section.

Just as for words we have to identify the hidden meanings behind the technical language, the same for the implicit cultural representations, in speeches and in behaviours. Beginning not to consider our representations as neutral, especially when talking about services, organizational rules and experiences, we can open and develop our attention to those of our interlocutors. The diversity of cultural universes can make it difficult to establish a relationship of trust, but it is with respect and understanding of the other's truth that we can develop competence and alliance with the interlocutor.

Go in a real listening. An effective communicative technique is the active listening, based on acceptance and empathy, and useful to promote the expression of one's emotions and to know how to listen and perceive the feelings of others. For this reason, train yourself to grasp every aspect: posture, tone of voice, hesitations, silences, etc. and, on this delicate and full of misunderstandings aspect, the advice is to try to always maintain a presence contact with the beneficiary, avoiding to write notes or compile continuously documents during the interview; even if you have the possibility to use a mediator or a translator, ask your questions or give information always talking directly to the migrant, as he/she could easily understand. Expect rather moments of pause or self-reflection, of both (operator and interlocutor), dedicated to pin down the interesting observations, or review the points for conducting the interview.

These attentions help to develop the attitude towards decentralization and, even when the logic of a dialogue or a behaviour escapes to our understanding as inserted into a different code from ours, we do not judge. Every operator that operates in migratory contexts, and this means with people who carry one or more migratory traumas (normally everyone, because it is common to have a moment of disruption of the equilibrium between the individual and the environment that surrounds him/her), must be aware of the ambivalence that emerges in the interaction and must learn to manage his own emotional reactions. It happens that there are narratives that resonate with the operator's experiences, arousing strong feelings, visceral emotions (technically this process is called counter-transference): it is essential to have the awareness and know how to grasp the difference between simply different cultural modes and the presence of problematic nodes that require specific therapeutic aids.

*I have an idea ... to be developed!*

How to bring out the needs and resources of a person who can not express his inner world with words? An idea could be to go through the perception of the body. Construct "targets" with paper, in concentric circles, large enough to be placed above the body. At the center, place an image / icon / word that belongs to what you think are the important spheres for an individual harmonious development. For example: *the family, nature, love, study*, etc.

Ask to the beneficiary to position himself toward the target, on each of the chosen themes: *how close? How far?* The observation will give you a representation of the value that the interlocutor has toward the different areas. For each one, you can investigate the subjective meaning: ex. *what is the family for you?*

You can do the same thing, establishing, even if without words, a dialogue on the great themes of the life.

### Additional resources

Map of Intercultural Communication: available in

<http://www.mappainterculturale.it>

Common European Framework of Languages (CEFR): available in

<https://www.coe.int/it/web/lang-migrants/cefr-and-profiles>

Portal of the Babel Center and the International Association of Ethno-Psycho-Analysis

<https://www.transculturel.eu/>



## CROSS CULTURAL COMPETENCE

### Competence 3

- *Support the beneficiary in the enhancement of own resources and in the construction of own professional project, through an effective help relationship.*

#### Learning objectives

- Collect, identify and define information;
- Identify possible solutions;
- Consider the available resources;
- Translate needs and resources of the beneficiary in a situation of vulnerability in intervention programs;
- Transfer to the immigrant knowledge elements of the historical-cultural and social reality of the reference context;
- Make immigrants aware of their rights and duties in the context of reference.

#### Required knowledges

- Characteristics, needs and resources of the reference territory;
- Techniques to design an intervention;
- Basic communication techniques and management of interviews;
- Verbal and non-verbal communication techniques;
- Basic techniques and tools for managing cultural relations;
- Organization and operation of public utility services.

#### Capacities (behaviors to be adopted)

- Being able to **open up to different points of view**;
- Adopt **flexibility and awareness** in communication;
- Apply **empathic** relational modalities;
- Be able to communicate with **assertiveness**;
- Take a **critical approach**;
- Be able to **work in a team** and with a **network approach**.

#### Tools to support the acquisition of competence

- ENSEMBLE tool – **Checklist**;
- ENSEMBLE instrument – **GIVE VALUE TO THE INTERVIEW**.

**To know more**

**TOOLKIT**

<https://www.coe.int/it/web/language-support-for-adult-refugees/list-of-all-tools>

- TOOLKIT - Tool 55 – *The paths of refugees and knowledge of the territory: how to get oriented;*
- TOOLKIT - Tool 4 - *Address cultural differences appropriately and manage intercultural communication;*
- KILT: sequence 6.3 - *Prejudices, self-esteem and feeling of superiority;*
- KILT: sequence 6.4 - *The meeting with the Other.*

**KILT Project**

<https://assr.regione.emilia-romagna.it/it/servizi/pubblicazioni/rapporti-documenti/libro-kilt>

## GIVE VALUE TO THE INTERVIEW!

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*Support the beneficiary in the exploitation of his/her own resources and in the construction of his/her professional project, through an effective help relationship.*

### How to support the linguistic and cognitive reworking of the orientation path?

As listed in the Sequence III of the **Checklist**, the interview goes in the final phase. Find a way to make the beneficiary understand that we are in this important step. It can be a word, for example *Now let's have look together...*, *Let's do the last thin...*, or, if you've organized the space with three different workstations, simply move physically to the last workstation. This is a delicate phase, in which, more than in the previous ones, you must ensure that your role acts as a mediator, as a *passeur*, and connects the boundaries between the worlds, creating communicative "steps" and "burrows". If we use the metaphor of the house, after the bedrocks and the supporting columns, we now make sure that we can move from one room to another and from one floor to another, through stairs, doors and windows... from outside to inside and vice versa.

The concept of "outside" and "inside" are one of those categories strongly culturally connoted. For example, Western thought makes the "inside" coincide with the unconscious (*look inside, what you feel inside...*), while, speaking in general terms, for other cultures, for example the traditional African ones, the unknown, the negativity, are "Outside" (witchcraft, possession, clairvoyance...). Consequently, the stories of experiences can more easily be structured on this side of the "outside", and then acted or determined by forces or events external to the person.

Most of the working and training realities are built around a complexity that does not always allow an autonomous action by the beneficiary. We can get lost between documents, offices, reservations to be made online or places dedicated to specific services. If you want your interlocutor to become autonomous, you must find a way to accompany him/her in understanding the urgent things to do, the less urgent but fundamental, the optional ones that can be advantageous. Take care to make available

to the beneficiary maps, paper resources, web resources, etc., locating them in the territory, identifying the mode of contact, the features, the times and (if any) the names and contacts of people to meet: it is one of the many ways that give the opportunity to verify understandings and misunderstandings related to our orientation devices. If you can organize everything in a clear scheme, even better on an interactive whiteboard, or a map of the territory, you can leave some time to identify the information he/she needs: this observation allows you to evaluate his/her autonomy in reading skills, in the recognition of roads or structures of the territory, the initiative and curiosity that he/she has towards the context in which he/she is located.

In this phase, the operator is a bit of a weaver, who tries to reconnect the threads between the information that emerged in the previous phases and what will be the next steps. All in a co-construction relationship, together with the beneficiary of the orientation path. It is time to activate the links between experiences, aspirations and real possibilities. If you have made visual activities (tables, posters, fiches, etc.) in the previous phases, this is the moment to look at the material and make sense of everything. Let your interlocutor try to re-narrate the images he/she has chosen, or reported during the interview, and listen and reinforce the words he/she uses without trying to forcibly insert new ones; make corrections, when necessary, aloud to the words you hear, using exactly the same, only correct, if necessary, so as to fix them. Try to repeat the whole path to verify it with the beneficiary.

Then, together, go to create the new project of life and the steps to be taken now: *what do you need to study ...? Where to look for this job ...? How to do ..?* For the most competent you can summarize the objectives in a personal list (e.g. a minimum of 5 goals to a maximum of 10), perhaps written in a large post-it that the beneficiary brings with him/her until the next appointment. Going out with something concrete in hand is like signing a pact, made a commitment, and this applies to both the operator and the beneficiary. After a long and precious time spent together, a handshake here is a must.

*I have an idea ... to be developed!*

Poor language skills may require thinking of alternative forms representative of the co-construction of the orientation path. A suggestion can come from the reorganization of content in concept maps, or created ad hoc and paper based, or using tools such as Cmaps Tools.

### Additional resources

There are several tools for creating concept maps, by way of example we list some:

<https://cmaptools.it.uptodown.com/windows>

<http://www.spicynodes.org/index.html>

<https://www.goconqr.com/en/mind-maps/>

### III. MULTIMEDIA SKILLS DASHBOARD

This chapter of the Manual explains the logic of the product development "MULTIMEDIA SKILLS DASHBOARD" and the best way to exploit all components. You, VET operators, will be to adapt the tools to your business and daily situation.

The "MULTIMEDIA SKILLS DASHBOAR" is a collection of multimedia products (video, digital sequences and drawings) that visually represents (thus in a simplified form for any user to understand regardless of potential language barriers) the situational types located in three economic sectors classified according to the statistical classification EUROSTAT NACE<sup>1</sup>: Catering (NACE I ACCOMODATION AND FOOD Code: 56), Construction (NACE F CONSTRUCTION Code: 41) and Manufacturing (NACE C MANUFACTURING Code: 25 and G REPAIR Code: 45).

The types of work situations are linked to a specific professional competence of the partner country NQF (National Qualifications Framework) and EQF<sup>2</sup> (European level of qualifications).

The situation types of work and related competences are writing with use the words in the ESCO<sup>3</sup> online portal (European competences, skills, occupational taxonomy).

The "MULTIMEDIA SKILLS DASHBOAR helps

1. educators to:

- to accompany the migrant more easily in the process of identifying his professional competences
- take advantage of simple and immediate assessment tools
- to structure personalized paths for employment
- offer a higher quality training and positioning service

2. migrants to:

- EASILY AUTHENTICALLY - IDENTIFY their first professional competences profile
- be active protagonists of their own path of integration in the host society (social and economic integration)

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<sup>1</sup>

[https://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=NACE\\_REV2](https://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=NACE_REV2)

<sup>2</sup> <https://ec.europa.eu/ploteus/sites/eac-eqf/files/en.pdf>

<sup>3</sup> <https://ec.europa.eu/esco/portal/home?resetLanguage=true&newLanguage=en>

- take advantage of a personalized training course for employment
- aspire to better working positions.

### III. 1. Mapping and extrapolating the work situational typologies and professional competences

The work situations typologies have been selected into videos and digital sequences scientifically.

In every productive sector, IAL FVG has built the **Frameworks - Work Situational Typologies (WST)** in correspondence with the **level 3** of the EQF.

The learning outcomes relevant to Level 3 EQF are:

- **Knowledge**  
Knowledge of facts, principles, processes and general concepts, in a field of work or study.
- **Skills**  
A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.
- **Responsibility and autonomy**  
Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems.

The frameworks describe the **most important work situations typologies** the 3 EQF level that are carried out by the workers in the catering, construction and manufacturing sectors.

**Level 3 EQF is for companies that hire workers the minimum level of access to the labour market. This applies to both European workers and migrants.**

IAL FVG, with the collaboration of VET operators, employers, Trade unions and NGOs has selected and developed this **Frameworks - Work Situational Typologies (WST)**:

Catering (NACE I ACCOMODATION AND FOOD Code: 56)

1. WST-FOOD-01 – PREPARATION OF RAW MATERIALS
2. WST-FOOD-02 – COOKING FOOD WITH TRADITIONAL METHODS

Construction (NACE F CONSTRUCTION Code: 41)

1. WST-CON-01 CREATION OF PIECE OF MASONRY
2. WST-CON-02 PLASTERING OF INTERIOR AND EXTERIOR WALLS
3. WST-CON-03 DYEING OF INTERNAL AND EXTERIOR WALLS

Manufacturing (NACE C MANUFACTURING Code: 25 and G REPAIR Code: 45)

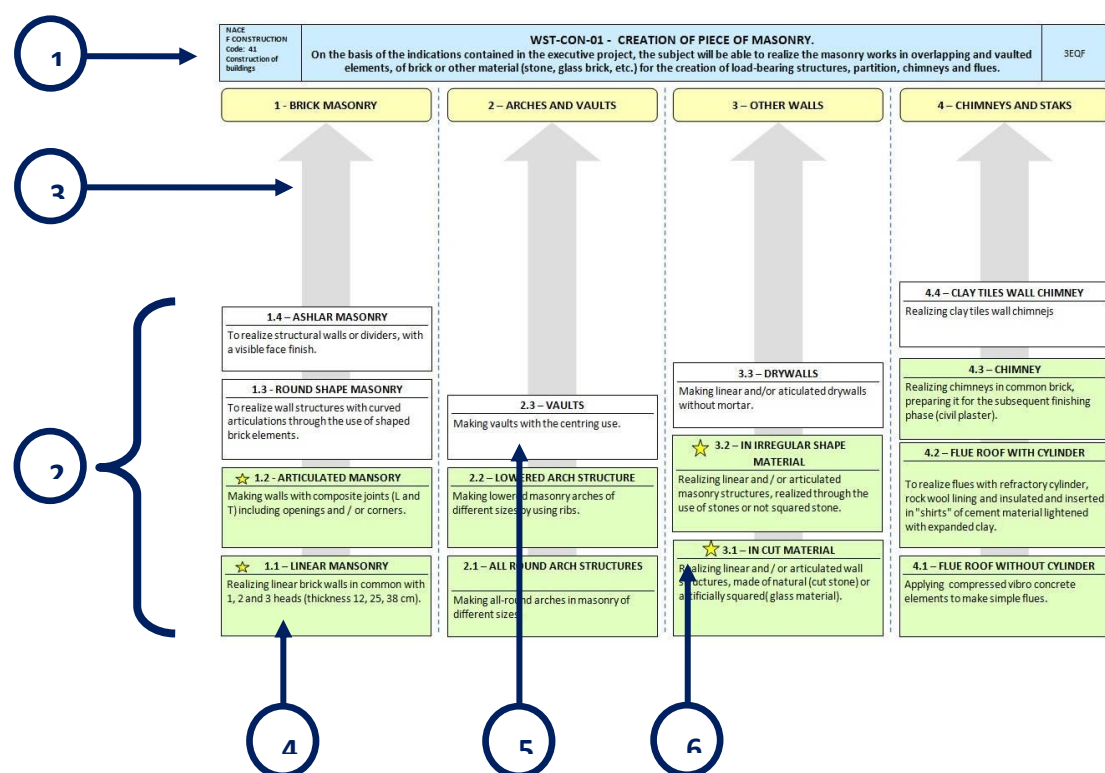
1. WST-MAN-01 REPAIRING AND MAINTENANCE THE POWER TRAIN
2. WST-MAN-02 REPAIR AND MAINTENANCE THE VEHICLE COMPONENTS
3. WST-MAN-03 REPAIR THE MOTORCYCLE AND THE MOPE DRIVING PART
4. WST-MAN-04 REPAIR THE MOTORCYCLE AND THE MOPEDS COMPONENTS
5. WST-MAN-05 REALIZATION OF PARTICULAR MECHANICS TO PARALLEL LATHE

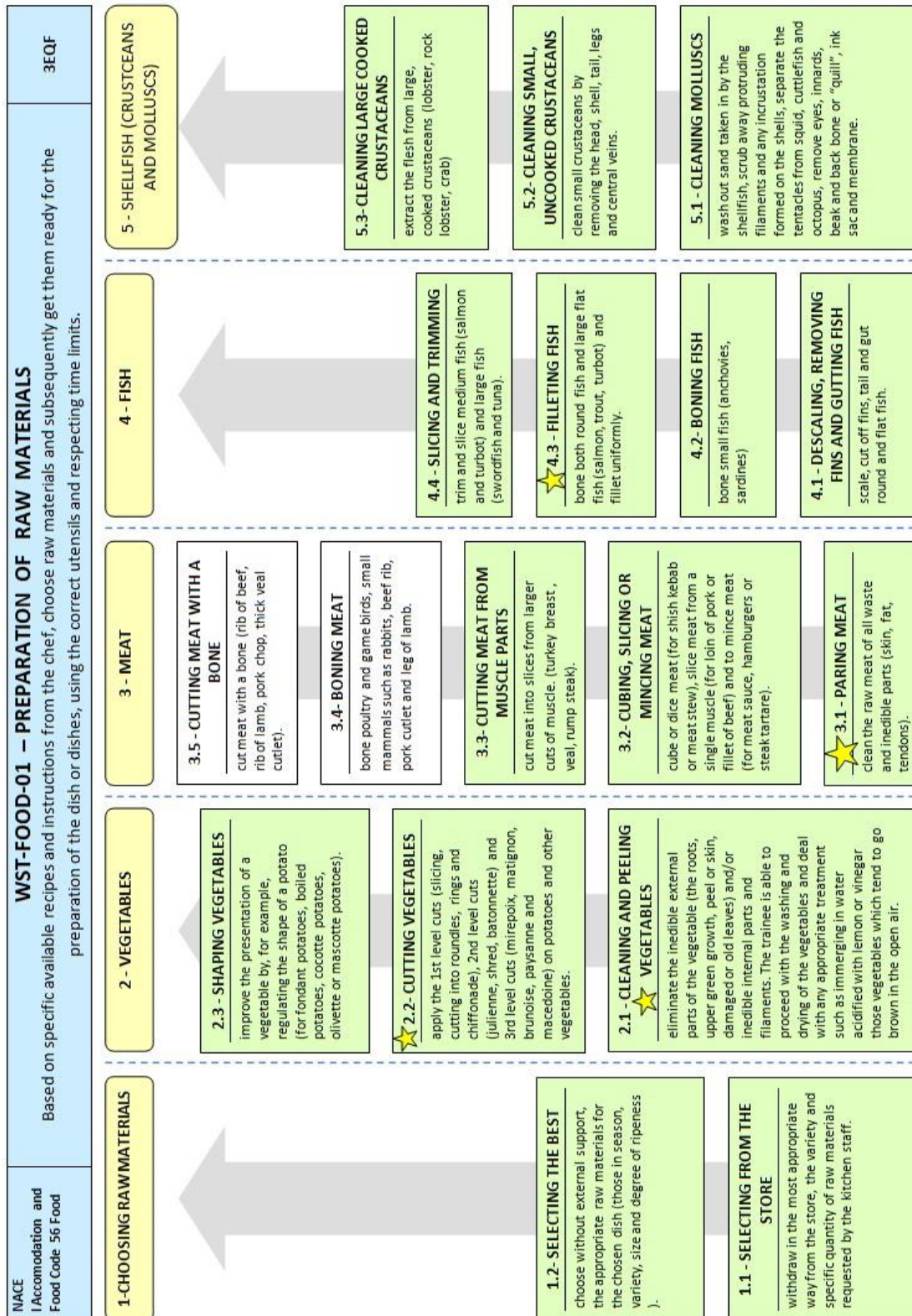


Each Framework has these characteristics:

1. **Title of the Work Situational Typologies (WST)** with description of the related competence and link to the NACE Economic Classification and EQF level
2. **Boxes:** work situations (WS) connected to the competence
3. **Arrows:** WS distributed from bottom to top in order of greater difficulty (from 1 to 5 maximum)
4. **Green boxes:** WS more requests from the labour market
5. **White boxes:** more innovative WS required for more specialized workers
6. **Boxes with the star:** WS normally managed also by migrants.

A video representing the working situation has been associated to each box with the star.





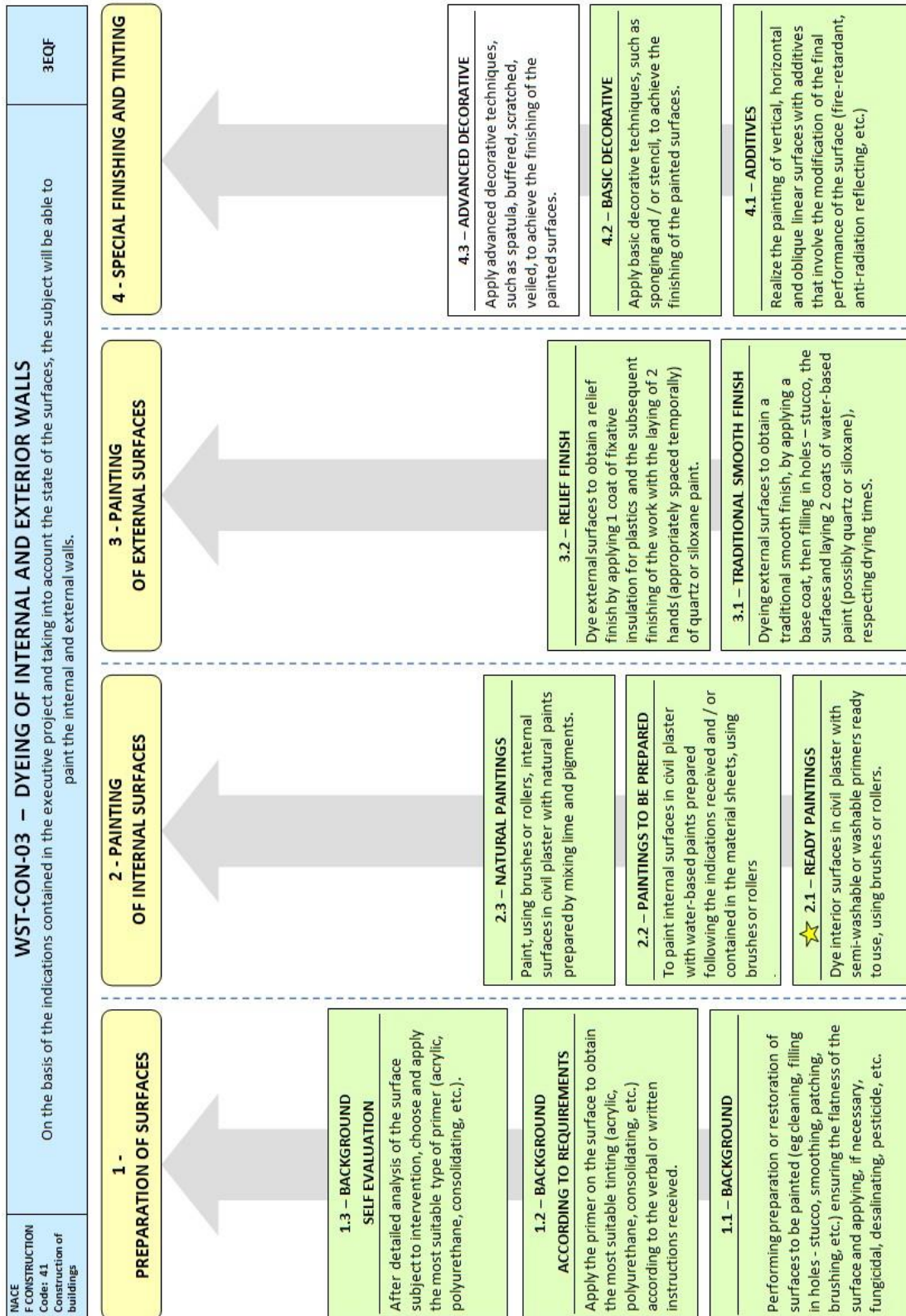


<p><b>NACE</b> Accommodation and Food Code 56 Food</p>	<p><b>WST-FOOD-02 – COOKING FOOD WITH TRADITIONAL METHODS</b></p> <p>Knowing how to select the best cooking method for any chosen food product in order to bring out the best flavour and texture in that food. Knowing how to select and use the most appropriate cooking utensils and knowing how to manage correctly the use of oil and fat, seasoning temperature and timing.</p>				<p><b>3EQF</b></p>
<p><b>1- BOILING AND POACHING</b></p>	<p><b>1.2- MANAGING LIQUIDS AND TEMPERATURES FOR LIQUIDS</b></p> <p>boil and poach foods which require the use of liquid mixtures (eg. water and vinegar for poached egg and lobster.) or specific temperatures at the start of cooking –(eg. boiling water for meat, a temperature of 88° C for eggs)</p>	<p><b>2 - FRYING</b></p> <p><b>2.5 - FRYING GENTLY</b></p> <p>Frying in such a way as to not allow the filling to fall out (eg. fried stuffed cheese), excessive drying out (eg. fried sweetbreads) or filamented and broken up (eg. fried radicchio), excessive drying out (eg. fried radicchio), or filamented and broken up (eg. fried radicchio).</p>	<p><b>3 - ROASTING</b></p>	<p><b>4 - GRILLING</b></p>	<p><b>5 - STEWING and BRAISING</b></p>
<p><b>1.2- WITHOUT TECHNICAL PARAMETERS</b></p> <p>to boil or poach food ensuring the correct cooking on the basis of the size of the cut (eg salmon) the firmness of the food (eg long slow cooking of pulses, quick cooking of asparagus), the consistency of the food (eg. Rapid cooking for spinach, long slow cooking for certain cuts of beef)</p>	<p><b>2.3- GUARANTEEING SOFT INSIDE</b></p> <p>manage the cooking process in order to guarantee softness on the inside and fragrance on the outside (eg. calamari)</p>	<p><b>2.4- THOROUGH COOKING</b></p> <p>adapt the frying process in order to ensure the perfect cooking of the food in hand. (eg. French toast, ribs of lamb, fried eggs).</p>	<p><b>3.2- MULTI-PHASE COOKING</b></p> <p>use more then one cooking method (pre-cooking and frying) on certain foods (eg. French fries, meatballs).</p>	<p><b>4.2- MAINTAINING ORGANOLEPTIC PROPERTIES</b></p> <p>ensure the correct grilling that it is completely cooked through without losing tenderness of the food</p>	<p><b>5.2- MAINTAINING ORGANOLEPTIC PROPERTIES</b></p> <p>ensure the correct stewing and braising that it is completely cooked through without losing form and tenderness of the food</p>
<p><b>1.1 - OBJECTIVE EVALUATION</b></p> <p>★ boil or poach foods where the correct cooking time is to see (eg. the colour of the cooked shrimp) or calculate (eg. pasta or rice according to the cooking time indicated by the producer).</p>	<p>★ <b>2.1 - FRYING COATED OR BREADED FOODS</b></p> <p>adapt the frying process according to the type of coating on the food to be fried. (eg. flour on a veal cutlet, bread and egg on shrimps or prawns, batter on courgettes)</p>	<p><b>3.1 - OBJECTIVE EVALUATION</b></p> <p>roast foods where the correct cooking time is to see (eg. the colour of the fish eye, shape of the fin), calculate (eg. rice pilaf) or both (visual and touch)</p>	<p>★ <b>4.1 - OBJECTIVE EVALUATION</b></p> <p>grill foods in slices or in pieces in 0.5 cm. (zucchini and chicken paillard) and 2 cm. (swordfish and salmon steak) that requires quick cooking</p>	<p><b>5.1 - OBJECTIVE EVALUATION</b></p> <p>stew and braise foods where the correct cooking time is to see (crumbled potatoes) or to calculate (cooking time for eggs)</p>	

<p>NACE F CONSTRUCTION Code: 41 Construction of buildings</p>	<p><b>WST-CON-01 - CREATION OF PIECE OF MASONRY.</b></p> <p>On the basis of the indications contained in the executive project, the subject will be able to realize the masonry works in overlapping and vaulted elements, of brick or other material (stone, glass brick, etc.) for the creation of load-bearing structures, partition, chimneys and flues.</p>				<p>3EQF</p>
	1 – BRICK MASONRY	2 – ARCHES AND VAULTS	3 – OTHER WALLS	4 – CHIMNEYS AND STAKS	
<p><b>1.4 – ASHLAR MASONRY</b></p> <p>To realize structural walls or dividers, with a visible face finish.</p>	<p><b>2.3 – VAULTS</b></p> <p>Making vaults with the centring use.</p>	<p><b>3.3 – DRYWALLS</b></p> <p>Making linear and/or articulated drywalls without mortar.</p>	<p><b>4.4 – CLAY TILES WALL CHIMNEY</b></p> <p>Realizing clay tiles wall chimneys</p>		
<p><b>1.3 – ROUND SHAPE MASONRY</b></p> <p>To realize wall structures with curved articulations through the use of shaped brick elements.</p>	<p><b>2.2 – LOWERED ARCH STRUCTURE</b></p> <p>Making lowered masonry arches of different sizes by using ribs.</p>	<p><b>3.2 – IN IRREGULAR SHAPE MATERIAL</b></p> <p>Realizing linear and / or articulated masonry structures, realized through the use of stones or not squared stone.</p>	<p><b>4.3 – CHIMNEY</b></p> <p>Realizing chimneys in common brick, preparing it for the subsequent finishing phase (civil plaster).</p>		
<p>★ <b>1.2 - ARTICULATED MANSORY</b></p> <p>Making walls with composite joints (L and T) including openings and / or corners.</p>	<p><b>2.1 – ALL ROUND ARCH STRUCTURES</b></p> <p>Making all-round arches in masonry of different sizes.</p>	<p>★ <b>3.1 – IN CUT MATERIAL</b></p> <p>Realizing linear and / or articulated wall structures, made of natural (cut stone) or artificially squared (glass material).</p>	<p><b>4.2 – FLUE ROOF WITH CYLINDER</b></p> <p>To realize flues with refractory cylinder, rock wool lining and insulated and inserted in "shirts" of cement material lightened with expanded clay.</p>		
<p>★ <b>1.1 – LINEAR MANSORY</b></p> <p>Realizing linear brick walls in common with 1, 2 and 3 heads (thickness 12, 25, 38 cm).</p>			<p><b>4.1 – FLUE ROOF WITHOUT CYLINDER</b></p> <p>Applying compressed vibro concrete elements to make simple flues.</p>		



WST-CON-02 – PLASTERING OF INTERIOR AND EXTERIOR WALLS		3EQF
<p>NACE F CONSTRUCTION Code: 41 Construction of buildings</p>	Referring to executive project and surfaces, proceed with the laying of the plaster on the outside or inside of the building paying attention to the type of final finish required.	
<p><b>1 – PRELIMINARY OPERATIONS</b></p> <p><b>1.3 – PRELIMINARY OPERATIONS ON THE BASIS OF AUTONOMOUS EVALUATIONS</b> After a detailed analysis of the support object to be used, choose the type of mortar suitable for the work and the masonry supports, managing the operations of packaging and control of the mortars in relation to the types of use and adequately preparing the masonry surfaces in view of intervention</p> <p><b>1.2 – PACKAGING OF MALTA IN CANTIERE ON INDICATION</b> Prepare the different types of plaster mortars on site, complying with the written or oral requirements regarding the dosages of the materials to be used and the mixing, conglomeration and mixing operations to be carried out</p> <p><b>1.1 – SURFACE PREPARATION</b> Prepare the surfaces to be plastered by cleaning the wall texture, carrying out, if necessary, simple demolition and / or corrective measures to ensure adherence and coplanarity.</p>	<p><b>2 – MECHANICAL PLASTERING</b></p> <p><b>2.2 MECHANICAL PLASTERING FOR EXTERIORS OF WIDE DIMENSIONS</b> Plastering large external wall surfaces by using plastering machines.</p> <p><b>2.1 – MECHANICAL PLASTERING FOR INTERIORS</b> After having prepared the mortar guides, if necessary, plaster internal, vertical, horizontal and oblique surfaces, spreading the premixed plaster with spray gun.</p>	<p><b>3 – TRADITIONAL PLASTERING BY HAND</b></p> <p><b>3.3 – PLASTER BASED CHALK / SCAGLIOLA</b> Plastering the surfaces using a plaster based chalk / scagliola civil type by hand making the layer of arriccio and finishing in the correct management of the time of construction and finishing of the surfaces.</p> <p>★ <b>3.2 – PLASTERING OF NOBLE ENVIRONMENTS</b> Carry out the laying by spreading a third layer of plaster, veil or civil plaster, to finish the surface</p> <p>★ <b>3.1 – PLASTERING OF INHABITED OR EXTERNAL ENVIRONMENTS</b> After having prepared the guides in mortar, spread, using the trowel and trowel, two layers of plaster (scratch and grout) based on hydraulic lime and sand (rustic plaster)</p>
	<p><b>4 – SPECIAL PLASTERS</b></p> <p><b>4.2 – DECORATIVE PLASTER</b> Realize the finishing of surfaces and decorative elements (shaves, spatulas, cornices, ornaments, squares, fake stones and decorations in plaster or other conglomerates).</p> <p><b>4.1 – PLASTER ADDITIVES</b> Realize the plastering of vertical, horizontal and oblique linear surfaces with additive plasters that involve the modification of the final performance of the surface (fire-retardant, dehumidifying, acoustic, waterproofing, thermal insulation) or optimization of the execution phases (antifreeze, plasticizers, fluidizers, etc.).</p>	





NACE G REPAIR Code 45 repair of motor vehicles and motorcycles	WST-MAN-01 - REPAIRING AND MAINTENANCE THE POWER TRAIN				3EQF
Make the routine and extraordinary maintenance of the internal-combustion engine and diesel engine using the car diagnostic tools, following the manufacturer instructions and the technical support documentation, in compliance with the accident prevention regulations					
1 - ENDOTHERMIC ENGINE	2 - INTERNAL-COMBUSTION ENGINE	3 - DIESEL ENGINE	4 - PERIODIC TECHNICAL CONTROLS		
<div>1.3 - CLUTCH UNIT</div> <div>replace the clutch unit (clutch plate, clutch pressure plate, release bearing, flywheel).</div>	<div>2.4 – GAS, METHANE OR PLG FUELLED ENGINES</div> <div>Make the diagnosis of the intake system of gas, methane or plg fuelled engines verifying the supply and boost pressures, by replacing or repairing, the damaged components...</div> <div>2.3 – PRESSURE AND COMPRESSION</div> <div>Make the diagnosis of the intake system, verifying the supply and boost pressures, by replacing or repairing, the damaged components...</div> <div>2.2 - IGNITION</div> <div>Make the diagnosis of the ignition system, verifying the resistance, voltage and current values and the oscillograms of the various inputs and outputs from the engine management Control Unit, by replacing or repairing, the damaged components...</div> <div>2.1 - FUEL DELIVERY</div> <div>Make the diagnosis of the hydraulic and electrical systems, checking the pressures of the pump, the operating of the injector and the recycling circuit , by replacing or repairing, if necessary, the damaged components.</div>	<div>3.4 - PRESSURE AND COMPRESSION</div> <div>Make the diagnosis of the intake system of the diesel engine, verifying the supply and boost pressures, by replacing or repairing, the damaged components...</div> <div>3.3 - FUEL DELIVERY</div> <div>Make the diagnosis of the hydraulic and electrical systems of the diesel engine, checking the pressures of the pump, the operating of the injector and the recycling circuit , by replacing or repairing, if necessary, the damaged components.</div> <div>3.2 - EXHAUST GAS RECIRCULATION</div> <div>Make the diagnosis of the exhaust gas recirculation systems of the diesel engines, by replacing or repairing, if necessary, the damaged components...</div> <div>3.1 - GLOW PLUGS,</div> <div>Make the diagnosis of the glow plugs system , verifying the correct functioning of the devices, , by replacing or repairing, if necessary, the damaged components.</div>	<div>4.3 – DISTRIBUTOR CONTROL</div> <div>testing and replace, if necessary, the distribution belt/ chain and bearings doing the timing.</div> <div>4.2 – VALVES CONTROL</div> <div>control the valves and if necessary adjust those.</div> <div>★ 4.1 - LIQUIDS, FILTERS, CONSUMABLES</div> <div>replace the liquids and the filters of the lubrication and cooling systems and the systems consumables (lubricants, oil filters, Air filters, fuel and car compartment, spark plugs).</div>		

WST-MAN-02 - REPAIR AND MAINTENANCE THE VEHICLE COMPONENTS		3EQF
Repair and maintenance the wheels, the tyres, the steering components, the suspension, the transmission and the braking and the air conditioning system, following the manufacturer instructions and the technical support documentation, in compliance with the accident prevention regulations.		
NACE G REPAIR Code 45 repair of motor vehicles and	5 - PERIODIC TECHNICAL CONTROLS	
	5.4 - FRENOMETRO check the braking systems with the frenometro.	
	5.3 - CLIMATE CONTROL Check the air conditioning system and its components, reloading the system, if necessary, following the current regulations.	
	5.2 - DIRECTION AND SUSPENSION CONTROL Check the suspensions and the direction components, checking the movements, the leakages, loosening and fails replacing worn or damaged parts and any liquids (power, steering oil)	
5.1 - BRAKING SYSTEM CONTROL check, replace and purge the brake fluid, and verify, measure and replace the braking system control damages components.		
4 - AIR CONDITIONING SYSTEM		
3 - TYRES, WHEELS AND BRAKES		
4.1 - CLIMATE CONTROL review and/or replace the climate control components,		
3.3 - SET UP balance the wheels' alignment, check the characteristics angles, replace the worns or damaged components.		
3.2 - BRAKES review, disassemble, repair and/or replace the worns or damaged components of the braking system.		
★ 3.1 - TIRES review, disassemble, repair and/or replace the tires		
2 - POWERTRAINS		
2.4 - AUTOMATIC GEORBOX set and/or replace the automatic georbox components		
2.3 - AUTOMATED MANUAL GEORBOX set and/or replace the automated manual georbox components		
2.2 - MECHANIC/MANUAL GEORBOX review and/or replace the mechanic georbox components		
2.1 - POWERTRAINS review and/or replace the transmission components, (differential, homokinetics joints, caps, axles, drive shaft).		
1 - SUSPENSION AND STEERING COMPONENTS		
1.2 - STEERING COMPONENTS repair the steering components: steering box, power steering (hydraulic/electric), replacing any faulty components.		
1.1 - SUSPENSION review, maintain and repair the suspension		



NACE G REPAIR Code 45 repair of motor vehicles and motorcycles	<b>WST-MAN-03 - RIPAIR THE MOTORCYCLE AND THE MOPE DRIVING PART</b> Check , maintenance, diagnostic, repair and replace the motorcycle and mopeds driving part using dedicated instrumentation, following the manufacturer instructions and the technical support documentation, in compliance with the accident prevention regulations.				3EQF
<b>1 - ENGINE BLOCK</b>	<b>5 - DIAGNOSIS</b>				
<b>2 - CLUTCH AND GEAR BOX</b>	<b>4 - PERIODIC TECHNICAL CONTROLS</b>				
<b>1.3 - THERMAL SYSTEMS AND MOTOR SHAFT</b> ☆ review, disassemble, repair and/or replace the motor shaft, the cylinders, pistons and piston rod, based on the type of wear, anomaly or defects found.	<b>3 - POWER SUPPLY, COOLING AND UNLOADING</b>				
<b>1.2 - HEAD</b> ☆ review, disassemble, repair and/or replace the head components, rocker arms, valves), based on the type of wear, anomaly or defects found.	<b>4.3 - SUPPLY ADJUSTMENT</b> Perform adjustment work on the fuel system (eg carburetor calibration and injection).				
<b>1.1 - DISTRIBUTION SYSTEM</b> review, maintain and repair the distribution system elements (see chain, strap, tensioners).	<b>4.2 - VALVES</b> Adjust the valve clearance taking into account the reference parameters set by the manufacturer.				
<b>2.2 - GEAR BOX</b> review, disassemble, repair and/or replace the gear box components.	<b>4.1 - LIQUIDS AND FILTERS</b> Replace fluids and filters in the lubrication, cooling and supply systems of the various circuits and / or systems.				
<b>2.1 - CLUTCH</b> replace the clutch elements system.	<b>5.1 DIAGNOSIS ON MOTORCYCLES AND MOPEDS</b> Carry out diagnostics and interventions on the electric / electronic circuit or on the individual components by detecting and checking the resistance, voltage and current values and the oscillograms of the various input and output signals from the control unit, repairing or replacing any faulty components.				

WST-MAN-04 - REPAIR THE MOTORCYCLE AND THE MOPEDS COMPONENTS					3EQF
<b>NACE</b> <b>G REPAIR</b> Code 45 repair of motor vehicles and motorcycles	Check , maintenance, diagnostic, repair and replace the motorcycle and mopeds components using dedicated instrumentation, following the manufacturer instructions and the technical support documentation, in compliance with the accident prevention regulations.				
	1 - SUSPENSION AND STEERING COMPONENTS	2 - BRAKES AND TYRES	3 - POWERTRAINS	4 - BODY PANELS	5 - PERIODIC TECHNICAL CONTROLS
	<b>1.1 - SUSPENSION AND STEERING COMPONENTS</b> review, maintain and repair the - suspension and steering components of the motorcycle and the mopeds.	<b>2.3 - ABS SYSTEM</b> check and repair the ABS system.	<b>3.2 - MECHANIC GEORBOX</b> Review, disassemble and replace the mechanic georbox components (chain, gimbals, timing belt ) following the manufacturer instructions.	<b>4.2 - MOTORCYCLE BODY PANELS</b> deattach and reattach e the motorcycle body panels to access the mechanical components or repair the damaged components..	<b>5.4 - SUSPENSION CONTROLL</b> check the suspensions , verifying any losses, slack and damaged, replacing worn or damaged components..
		<b>2.2 - TIRES AND WHEELS</b> check the tires and the wheels rim out of roundness replacing, if necessary, the damages and worn components (see tire, wheel, whwills, bearing).	<b>3.1 - AUTOMATIC GEORBOX</b> set and/or replace the automatic georbox components (variable).	<b>4.1 - MOPEDS BODY PANELS</b> deattach and reattach e the mopeds body panels to access the mechanical components or repair the damaged components.	<b>5.3 - AUTOMATIC GEORBOX CONTROL</b> deattach, verify nad measure the transmission belt, the rolls nad the clutch, replacing worn or damaged components.
		<b>2.1 - BRAKES</b> review, disassemble, repair and/or replace the worns or damaged components of the braking system.			<b>5.2 - MECHANIC GEORBOX CONTROL</b> check and measure the chain or the transmission belt movements, replacing worn or damaged components.
					<b>5.1 - BRAKING SYSTEM CONTROL</b> check, replace and purge the brake fluid, and verify, measure and replace the braking system pads



<p>MACE C Manufacturing 25 Manufacture of fabricated metal products</p>	<p><b>WST-MAN-05 - REALIZATION OF PARTICULAR MECHANICS TO PARALLEL LATHE</b></p> <p>On the base of the executive technical sketches and the cycle of workmanship, the subject is able to realize particular mechanics (single e/o in small series) through workmanships to the parallel lathe departing from material raw or semi-finished</p>				3EQF
	1 - PREPARATION PLOTS	2 - STANDARD WORKMANSHIPS	3 - EXECUTION OF CONICITY	4 - EXECUTION OF EDGINGS	5 - EFFICIENCY PLOTS
	<p><b>1.5 - ASSEMBLAGE FANLIGHT</b></p> <p>To effect the assemblage of the mobile or fixed fanlight for the workmanship to start of long pieces and reduced diameter.</p>	<p><b>2.5 - ECCENTRIC TURNING</b></p> <p>Perform eccentric cylindrical turning operations between the tips or alternatively on self-</p>	<p><b>3.2 - WITH DISPLACEMENT OF THE COUNTERPOINT</b></p> <p>Perform external conical turning operations by moving the tailstock to obtain the desired inclination.</p>	<p><b>4.2 - WITH UTENSIL</b></p> <p>Perform external and internal triangular profile threads (eg metric or whitworth) using a tool and respecting a medium grade tolerance (6H / 6g).</p>	<p><b>5.2 - TOOL EFFICIENCY</b></p> <p>Replace the plate on the insert tools or re-sharpen the single-cutting tool.</p>
	<p><b>1.4 - ASSEMBLAGE OF THE BASE</b></p> <p>Effect the assemblage of the clamps base independent, understood the positioning and fixing of the piece by to work.</p>	<p><b>2.4 - TURNING PLATFORM</b></p> <p>Perform turning operations using the platform with independent clamps to fix the piece (also irregularly shaped).</p>	<p><b>3.1 - WITH UPPER CART TILTING</b></p> <p>Perform external and internal taper turning operations by inclination of the upper carriage.</p>	<p><b>4.3 - TRAPEZOIDAL</b></p> <p>Perform external and inside edgings to trapezoidal profile through utensil.</p>	<p><b>5.1 - MACHINE POSITION REORDER</b></p> <p>Keep the machine and the equipment supplied in order and in good working order.</p>
	<p><b>1.3 - PREPARATION TENDER CLAMPS</b></p> <p>Turn the tender clamps to use for the workmanship of pieces with resumption on autocentrante.</p>	<p><b>2.3 - GROOVES EXECUTION</b></p> <p>Frontal and radial grooves for seals or for subsequent grinding or threading operations.</p>	<p><b>2.2 - WORKMANSHIPS OF PRECISION</b></p> <p>Perform external and internal cylindrical machining with a degree of tolerance up to IT7, including machining on conical pins and</p>	<p><b>4.4 - SPECIAL</b></p> <p>Perform multi-core threads or modular threads.</p>	<p><b>5.3 - ORDINARY MAINTENANCE</b></p> <p>Perform ordinary machine tool maintenance operations</p>
	<p><b>1.2 - VARIATIONS SYSTEMS OF TAKING PIECES</b></p> <p>Turn upside-down the clamps for the taking piece of the autocentrante or to move the</p>	<p><b>2.1 - WORKMANSHIPS OF BASE</b></p> <p>Perform external and internal cylindrical machining with a degree of tolerance up to IT9, including straight shoulders, chamfering, centering and drilling.</p>			
	<p><b>1.1 - STANDARD</b></p> <p>Perform the assemblage of the autocentrante or point and contrapunta, to effect the positioning and the settaggio of the utensils, to plan the parameters of in operation workmanship of the material to work, of the utensils and of the type of workmanship to perform.</p>				

### III.2. Videos and digital sequences

IAL FVG has made a total of **36 videos** divided as follows:

- **Catering** (NACE I ACCOMODATION AND FOOD Code: 56) - **16 Videos**
  1. WST-FOOD-01 – PREPARATION OF RAW MATERIALS (**10 videos**)
  2. WST-FOOD-02 – COOKING FOOD WITH TRADITIONAL METHODS (**6 videos**)
- **Construction** (NACE F CONSTRUCTION Code: 41) - **9 Videos**
  3. WST-CON-01 CREATION OF PIECE OF MASONRY (**3 videos**)
  4. WST-CON-02 PLASTERING OF INTERIOR AND EXTERIOR WALLS (**5 videos**)
  5. WST-CON-03 DYEING OF INTERNAL AND EXTERIOR WALLS (**1 videos**)
- **Manufacturing** (NACE C MANUFACTURING Code: 25 and G REPAIR Code: 45) - **17 Videos**
  1. WST-MAN-01 REPAIRING AND MAINTENANCE THE POWER TRAIN (**2 videos**)
  2. WST-MAN-02 REPAIR AND MAINTENANCE THE VEHICLE COMPONENTS (**2 videos**)
  3. WST-MAN-03 REPAIR THE MOTORCYCLE AND THE MOPE DRIVING PART (**4 videos**)
  4. WST-MAN-04 REPAIR THE MOTORCYCLE AND THE MOPEDS COMPONENTS (**4 videos**)
  5. WST-MAN-05 REALIZATION OF PARTICULAR MECHANICS TO PARALLEL LATHE (**5 videos**)


The videos are arranged in 2 ways to boost accessibility and effectiveness of the output:

- 1) Listed for a more intuitive use (mainly for migrants usage)
- 2) According to each specific category framework (mainly for operators usage)

1) Listed videos are very useful for migrants. The Students can watch videos independently. Then, they can use a format printed (Report Template) with photos of the activities to indicate the degree of competences' possession. The completed sheet will be delivered to the VET Operator in charge of evaluating the competences. The Operator will comment on the document together with the student. Together they will

decide whether to include the student in a training course or the most appropriate work placement in the company with a stage or other.

In this way, the migrant can immediately become operative and have an active role in defining his life project.



WST-FOOD-01 PREPARATION OF RA...


WST-FOOD-01 – PREPARATION OF RAW MATERIALS -  
CLEANING AND PEELING VEGETABLES 2.1

Framework: 1 - Level: 2 - Sublevel: 1

How often have you done this?

☐ Never  
☐ Not often  
☐ Often  
☐ Very often

[See related framework](#)



WST-FOOD-01 – PREPARATION OF ...


WST-FOOD-01 – PREPARATION OF RAW MATERIALS -  
CLEANING AND PEELING VEGETABLES 2.1

Framework: 1 - Level: 2 - Sublevel: 1

How often have you done this?

☐ Never  
☐ Not often  
☐ Often  
☐ Very often

[See related framework](#)



WST-FOOD-01 – PREPARATION OF ...

WST-FOOD-01 – PREPARATION OF RAW MATERIALS -  
CLEANING AND PEELING VEGETABLES 2.1

Framework: 1 - Level: 2 - Sublevel: 1

How often have you done this?

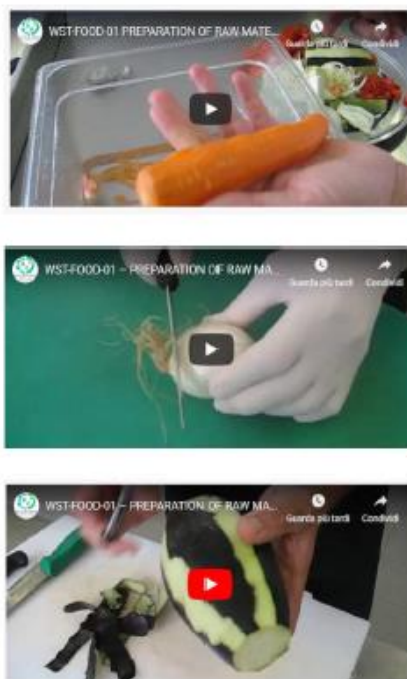
☐ Never  
☐ Not often  
☐ Often  
☐ Very often

[See related framework](#)

Figure 1 “The Listed videos”

## skill dashboard CATERING

Now estimate your level of professional experience  
How often have you done this?



☐ Never ☐ Not Often ☐ Often ☐ Very Often

☐ Never ☐ Not Often ☐ Often ☐ Very Often

☐ Never ☐ Not Often ☐ Often ☐ Very Often

Figure 2 “The Report Template”

2) The VET Operators will see videos in the frameworks. In this way, based on the mapping of the migrants professional competences, they will have a clear vision of the their position on the labour market and decide, together with the beneficiary, if the migrant can work immediately or must be formed.



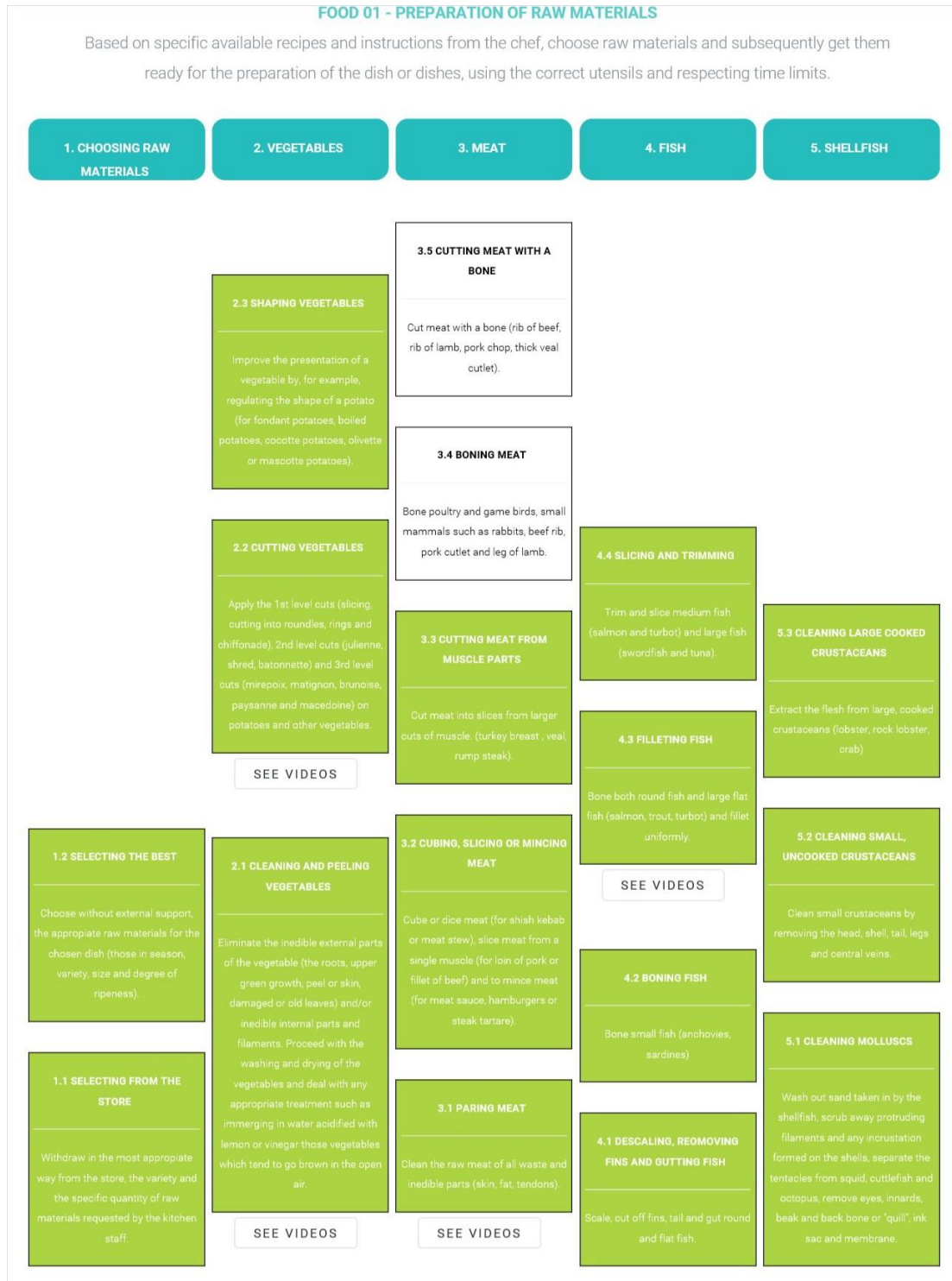


Figure 3 “The Framework and videos on line”

### III.3. The 7 European Key competence “Sense of initiative and entrepreneurship”

The European Commission first referred to the importance of entrepreneurship education in 2003, in the European Green Paper on Entrepreneurship in Europe<sup>4</sup>.

As defined in the Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC)<sup>5</sup>, the “Sense of initiative and entrepreneurship” refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and it is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

In 2016, the European Commission proposed "A new skills agenda for Europe: working together to strengthen human capital, employability and competitiveness"<sup>6</sup> to tackle the problem challenges of qualification that Europe is currently facing. The goal is that everyone should have the key set of skills necessary for personal development, social inclusion, active citizenship and employment. These skills include literacy, calculation, science and foreign languages, as well as more transversal skills such as digital skills, entrepreneurial skills, critical thinking, problem solving or learning to learn.

In January 2015, the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL) launched the Entrepreneurship Competence study (EntreComp). One of the key objectives of EntreComp was to develop a common conceptual approach, which could support the development **of entrepreneurship competence at European level**.

The working group produced a “EntreComp” Framework<sup>7</sup>.

<sup>4</sup> [http://ec.europa.eu/invest-in-research/pdf/download\\_en/entrepreneurship\\_europe.pdf](http://ec.europa.eu/invest-in-research/pdf/download_en/entrepreneurship_europe.pdf)

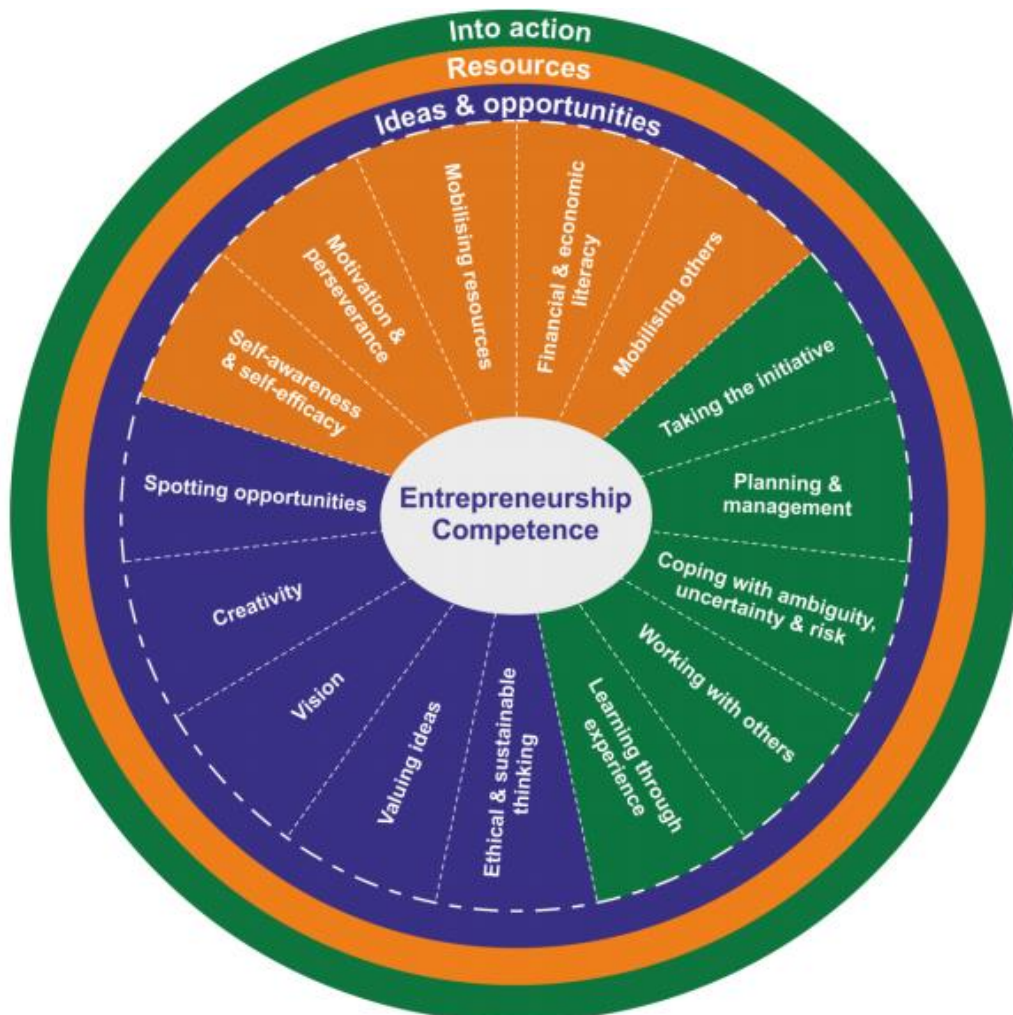
<sup>5</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&from=EN>

<sup>6</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016AE4474&from=EN>

<sup>7</sup> <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/Ifna27939enn.pdf>



The EntreComp is a Framework made up of 3 competence areas: 'Ideas and opportunities' (blue), 'Resources' (orange) and 'Into action' (green). Each area includes 5 competences, which, together, are the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model. Also, it provides a comprehensive list of 442 learning outcomes, which offers inspiration and insight for those designing interventions from different educational contexts and domains of application.



To evaluate the "Sense of initiative and entrepreneurship initiative"

IAL FVG has shared with partners of:

- 1) **do not use videos because the skill is too abstract;**
- 2) **use the EntreComp Framework** to uniquely define the competence;
- 3) **use the drawings** to represent the 15 competencies that make up the 7 Competence "Sense of initiative and entrepreneurship initiative".

The idea of using the drawings is linked to the vision of the results of a Conference promoted by Cedefop in Thessaloniki in November 28, 2016 "How to make visible learning". During the Conference the speakers, Dr. Martin Noack and Ramona López, presented a German study "Validation for the cards of the skills of migrants for the situation of clearing"<sup>8</sup>. For more information, see the website<sup>9</sup>. There are 46 competence cards in the three areas Social, Personnel and technical and methodical competence, 11 interest cards, 9 cards with further hints and 3 amplification cards. Each competence is illustrated by a picture, a sentence described in simple language and it is translated in the following five languages: English, French, Russian, Arabic, Turkish.

The project partners read the positive evaluations of card use and Cedefop citations. We realized that 5 images represented 5 skills of the EntreComp model, in particular:

- Creativity
- Working with others
- Mobilizing others
- Motivation & perseverance
- Taking the initiative

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<sup>8</sup> <https://www.slideshare.net/BertelsmannStiftung/validation-for-migrants-how-to-make-learning-visible-with-competence-cards>;

<sup>9</sup> [www.bertelsmann-stiftung.de/competence-cards](http://www.bertelsmann-stiftung.de/competence-cards)

**MOTIVATION & PERSEVERANCE**



**RESOURCES: MOBILISING OTHERS**



**IDEAS AND OPPORTUNITIES: CREATIVITY**





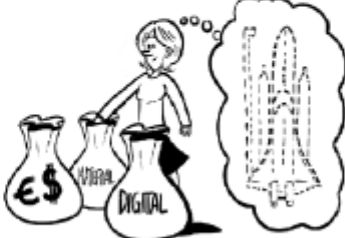
v









The images of Creativity, Working with others and Mobilizing others have been used in the "Tool of the EU competence profile for third country nationals" which we will describe in Chapter "II.2.4. The Tool of the EU competence profile for third country nationals".


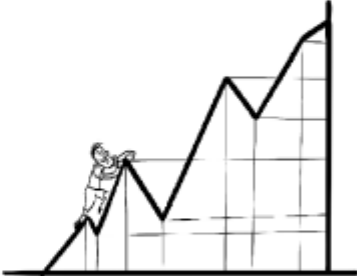

We have therefore shared with the project partners:

- **use the drawings to represent the 15 EntreComp competences**
- **use the 5 drawings already developed** to represent Creativity, Working with others, Mobilizing others, Motivation & perseverance and Taking the initiative skills. **The drawings have been restyling** to have a uniform style.
- **develop 3 drawings each for the remaining 10 competences.**
- **realize the border of the drawings in blue, orange or green** to connect them with EntreComp and the 3 competence areas: 'Ideas and opportunities' (blue), 'Resources' (orange) and 'Into action' (green).




MOBILISING RESOURCES	
	
	
	




SELF-AWARENESS & SELF-EFFICACY	
	
	
	

FINANCIAL AND ECONOMIC LITERACY	
	
	
	

SPOTTING OPPORTUNITIES	
	
	
	




VISION	
	
	
	

VALUING IDEAS	
	
	
	

ETHICAL AND SUSTAINABLE THINKING	
	
	
	

LEARNING THROUGH EXPERIENCE	
	
	
	

COPING WITH AMBIGUITY, UNCERTAINTY & RISK	
	
	
	

PLANNING AND MANAGEMENT	
	
	
	

Each Migrant can use this tool independently. The user will indicate the images that represent him the most in a printed sheet. The migrant will then deliver the document to the VET Operator which, based on the colours of the chosen drawings, will better understand the migrant's personality and organize the training.

### III.4. The Tool of the EU competence profile for third country nationals

The project partners decided to add to MULTIMEDIA SKILLS DASHBOARD a product created by the European Commission, the “EU Skills Profile Tool for Third Country Nationals.”<sup>10</sup>

The multilingual **EU Skills Profile Tool for Third Country Nationals**<sup>11</sup> is intended for use by organisations offering assistance to Third Country Nationals. It helps to map the skills, qualifications and work experiences of the third country nationals and to give them personalised advice on further steps, e.g. a referral to recognition of diplomas, skills validation, further training or employment support services.

The VET Operators of all partners involved in the partnership can use this tool to make an initial registration of the skills of the migrant and then deepen the investigation with the MULTIMEDIA SKILLS DASHBOARD.

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<sup>10</sup> <https://ec.europa.eu/migrantskills/#/>

<sup>11</sup> <https://ec.europa.eu/social/main.jsp?catId=1412&langId=en>

## IV. FEEDBACK FROM THE PILOTING PROGRAMME

This chapter has been written for the pilot programme of **ENSEMBLE: Expectations and Non-formal Skills to Empower Migrants and Boost Local Economy**".

The ENSEMBLE project aims at developing and validating an innovative NFIL mechanism based on the needs of the migrant to help VET educators to identify and assess the NFIL professional competences of the migrant to facilitate their work integration in three key sectors: catering, manufacturing and construction.

To do so, ENSEMBLE partnership have developed and tested innovative tools and mechanism adapted to the VET educators/trainers and the migrant needs.

The pilot Program was conducted by the 7 partner organisations of the ENSEMBLE project in the 5 countries of the partnership: Belgium, Italy, Spain, Macedonia and France.

The pilot Program completed by all the ENSEMBLE project partners aimed at testing the tools developed through the project:

- **Cross-cultural alignment tools**
- **Multimedia skills Dashboard**

The testing phase, managed by each partner of the consortium in their country, involved several member organisations in the implementation of the events. These organisations mainly work with migrant, refugees, disadvantaged youth and adults, ...

These actors operating at several levels (local, national, international) depending the structure are composed of NGO, VET centres, organizations of the partners network, ...

ENSEMBLE project aims to support migrant to facilitate their work integration: therefore, the pilot project phase was implemented with its main target audience: migrant. The events organized in the 5 countries of the partnership reached more than 100 migrant and 100 operators/trainers/educators planned on the application form. The educators trained within the local workshops have tested the ENSEMBLE tools.



#### IV.1. Pilot strategy and conduction

The piloting project implemented in each country of the partnership have for main aim to test the innovative project tools in different situations. To do so, there was a common project training session in January 2019 in Bologna. During this event, partners representatives participating were trained with the **ENSEMBLE tools** through different activities.

Then, ENSEMBLE partners in collaboration with their own network or partners organized and managed events in their territory. The mobilised organisations are VET centres, NGO, non-profit organisations, etc. They are all working with migrant, and moreover, some structures have a good expertise in the social inclusion of migrant. This collaboration extends the field of expertise to other domain related to the ENSEMBLE project as education and training, labour market integration, youth support.

The pilot programme was flexible in order to adapt the use of the ENSEMBLE tools in different contexts and situations. Thus, ENSEMBLE partners chose to train the selected educators/trainers involved in this phase to the use of the tools project.

The application form announced a voluntary participation of at least 100 VET trainers and 100 non-EU migrants, with the mobilization consortium members working in the field of training. However, thanks to a strong involvement of strategic actors in all the territories of the consortium, all the partners contributed to the test phase of the project by involving members of the target group for a total of 129 migrants and 122 professionals.

- **CDI**

The training has been carried out in Tetovo with organisations working with CDI in Macedonia. The participants were from VET centres and NGO. During this training a presentation of the project OER-Platform and the tools was set up. Pilot program in Macedonia was implemented with different target groups: VET educators and trainers from local NGO involved in developing and implementing programs for youth and adults, educators with work experience with migrants, refugees.

- **FALEP & IFRTS**

The test was carried out with 62 migrants and the profile of this public was quite the same due to the territory specificities: mainly women from North Africa (Morocco, Tunisia).

The test was committed in 2 organisations (OLCQ, AFARIF) with users of the social and language state-funded workshops for people with regular residence permit and living on the territory for less than 5 years. The choice of these structures has been made following a perspective of territory representation (urban and rural) and by the fact that they are the most experienced in the domain related to the project.

- **IAL**

After the common project training session held in Bologna, IAL organized, in collaboration with SCF, another 2 days of training and 4 sessions in autonomy with other subjects involved in the labour integration of migrants. The IAL trainers and the other operators have connected all the ENSEMBLE tools in the activities. The pilot was conducted with 26 migrants, all unemployed men with a low skill profile; The experimentation allowed the trainers to test the target groups with different levels of school and migration project.

- **IHF**

The pilot program was carried out in Lanciano (Italy) in collaboration with ADO Onlus, a non-profit organisation, dealing in the fields of social, education, migrants and youth. But IHF spotted that ADO lacks of specialised approach for migrant welcome, assessment and management. IHF chose this context to implement the ENSEMBLE piloting to apply an innovative approach in an environment lacked the necessary professionalism. 5 operators have been trained and 5 migrants participated to the session.

- **IWS**

IWS has divided the piloting in two parts: Operators in one hand, Migrant on the other. For the first part, IWS directly contacted via email the operators that attended its first Multiplier Event where ENSEMBLE tools were presented. IWS asked the contacted operators to fill the evaluation form created.

Concerning migrant, IWS contacted the same target that those contacted in the assessment phase and 12 subjects duly filled the survey.

- **SCF**

SCF mobilized 5 members for the piloting phase of ENSEMBLE: CEFAL, OPIMM Foundation, Casa dell’Immacolata, FOSF and Civiform for a total of 12 trainers/operators, directly trained in the 3 sessions. 63 migrants were involved in the piloting. To implement the interviews, trainers/operators used operator and migrant questionnaires, the ENSEMBLE guide including the tools for trainers/operators, interview sheet and the platform.

#### **IV.2. Evaluation and Recommendations**

The aim of the piloting programme of the ENSEMBLE project was to test the different tools and mechanism in different situations and contexts. Throughout the project, the ENSEMBLE partnership underlined the importance of flexibility in the design and application of tools and approaches. This need of flexibility is relevant for the operators/VET educators to help them to identify and assess the NFIL professional competences of the migrant to facilitate their work integration. It was asked to the partners to evaluate the piloting implemented on their territory and make recommendations from the feedbacks gathered during this event.

Although the project piloting implementation was not conducted in a common manner in all the ENSEMBLE partnership, it emerged from these a positive general satisfaction about the tools and mainly their accessibility, usability and free access. All these organisations involved showed a great interest in the project.

- **IHF**

The operator’s feedback from the project piloting implemented by IHF showed a relatively high general satisfaction. They believed that ENSEMBLE tools facilitate the identification and assessment of migrants’ professional competences. Moreover, they strongly believe ENSEMBLE approaches and methodologies can be used in their daily activities, thus confirming the high relevance of the project. Lastly, operators appreciated the use of ENSEMBLE OER Platform and the manual by positively underlining their good accessibility, free access and usability. The main recommendation by IHF was to use interactive methods and add nice/catchy videos and images to capture the attention and to stimulate the debate.

- **IWS**

Feedback gathered by IWS showed the big acceptance of video modality to assess migrant's skills and tools presented in general. The availability of the manual to guide operators in the use of Ensemble platform and tools was appreciated.

IWS suggested more professional areas and videos as it has been claimed during

- **SCF**

Also in the piloting implemented by SCF, the level of satisfaction was high. VET Operators involved have judged the tools very intuitive so they allow operators to easily carry out interviews and detect the actual migrant needs.

SCF suggested:

- to prepare tools/sheets also for minor migrants
- to give the possibility to use the ENSEMBLE methods and tools in other professional sectors
- to promote an exchange of practical experiences on the project topic
- to use ENSEMBLE project in the job centres in order to facilitate the first evaluation phase of people's skills.

- **FALEP & IFRTS**

For most of the professionals which have tested the tools it emerges that they can be useful. Users could benefit these resources if the professional have them and the time needed to manage and master their use.

Country fiches and learning tools developed in the toolkit are mostly considered satisfying. So as for the Skills Dashboard which seems very useful in the language learning of the host country.

No specific recommendations were made but the organizations requested were really interested by the tools and planned to use them in their trainings. The French Employment Agency—Pôle Emploi—is interested by the Skills Dashboard in particular.

- **CDI**

It emerges from the project piloting conducted and managed by CDI that operators/trainers need to be sensitive to the culture and religious backgrounds of the refugees/migrants. Though trainers/operators need to have good communication skills, be patient and mainly be empathic: they have to try to put themselves in the shoes of the refugees in order to understand/feel their situations and problems.

CDI suggests to the officials in Macedonia to develop programs for adult education for migrants willing to stay in Macedonia. Currently, the trend is quite in opposite because CDI pointed that most of the migrants in Macedonia consider it as a step in their path to the countries of Western Europe as Germany, France or Great Britain.

### **IV.3.Valorisation**

The ENSEMBLE project aims to develop and validate an innovative mechanism to identify and assess the Non formal and Informal Learning (NFIL) of migrants to facilitate their professional inclusion in the labour market. Above, the piloting programme shows that participants were very satisfied of the innovative tools and approaches used in the ENSEMBLE project.

The ENSEMBLE tools accessibility and usability underlined by the participants feedback in the piloting phase demonstrate that these could be extend to other projects or policies at a local, national and EU levels. Consequently, ENSEMBLE partners have expressed how these results could be or will be used in other exploitation projects:

- **SCF**

Taking inspiration from ENSEMBLE tools and other project dealing with the migrant, FOSF's trainers created two new projects:

- “Benvenuti in Italia (Welcome in Italy)”. This project aimed at making the minors comfortable within a group and a community, increasing their involvement in social interaction and helping them to socialize and communicate inside the local community through outings and recreational activities

- “Mettiamoci al lavoro!(Get to work!)”.A project aimed at helping minors to acquire job skills, through job interviews and the preparation of a useful and effective curriculum, and acquiring awareness of their skills.

- **IAL**

IAL trainers have applied the ENSEMBLE products to other contexts and target users:

- Teaching of the Italian language as L2 with migrants already included in the local productive fabric
- students of Italian and foreign nationality who have used the videos for orientation purposes, knowledge of the skills required by the labour market in the catering, construction and mechanical sectors
- KC assessment 7 Entrepreneurship to test the strength of working groups, not just students but above all teachers
- Proposal to use Ensemble instruments the ANPAL calls FAMI for managing internships with migrants

- **FALEP & IFRTS**

The ENSEMBLE project has been disseminated through the Ligue de l’Enseignement national network in each regional federations dealing on this challenge. It allowed to strengthen la Ligue de l’Enseignement as a primary stakeholder in this field.

At a local level, being related to 2 organisations designated by the local authorities to take care of the unaccompanied migrant minors send in Corsica, projects in the field of education and language learning addressed to these last will be set up.

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