Expectations and Non-Formal Skills to Empower Migrants and to Boost Local Economy
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Intellectual production 3

Operational guide to the testing phase of ENSEMBLE tools

Steps and procedures

The Ensemble project has developed a set of tools to facilitate the early diagnosis of newly arrived migrants' professional skills, also acquired in non-formal or informal contexts.

The tools, collected or produced inside the Ensemble project, refer to 2 main types:

- Tools for the acquisition/reinforcement of the operator's cross-cultural skills;
- Tools for the diagnosis of migrant's professional skills.

The first type of tools, called "Cross Cultural Alignment Tools" consists of:

- an introduction, which explains how the kit is created and to what needs it would like to provide answers;
- a short self-assessment check-list, through which the operator can reflect on what are the critical areas of his/her intercultural approach;
- the description of 3 competences, which the partnership has considered as essential to have an intercultural approach in daily activities;
- for each competence, in-depth sections (which you will find in the "In-depth tools" section that refer to materials collected and systematized by the partnership);
- for each competence, an in-depth report (Prepare yourself for the interview, Guide the interview, Give value to the interview) with practical and operational suggestions to be put into practice during the orientation process.

INTRODUCTION

CHECK-LIST OF SELF-EVALUATION

COMPETENCE 1

COMPETENCE 2

COMPETENCE 3

PREPARE YOURSELF FOR THE INTERVIEW!

GUIDE THE INTERVIEW!

GIVE VALUE TO THE INTERVIEW!

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

COE TOOLKIT - Instrument 24 - Identify the most urgent needs of refugees;
COE TOOLKIT - Instrument 25 - Discover what refugees already know to do and what they will have to do in the language of the host country;
COE TOOLKIT - Instrument 29 - The most important things to learn according to refugees;
KILT: sequence 6.2 - Non-violent communication: some keys for opening up to the other.

COE TOOLKIT - Tool 55 – The paths of refugees and knowledge of the territory: how to get oriented;
COE 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.

The Ensemble project also suggests to the operator, who is interacting with a newly arrived migrant person and who intends to adapt or reinforce his/her intercultural competence, some general tools.

For example, on the sites - https://www.coe.int/it/web/language-support-for-adult-refugees/list-of-all-tools - e - https: //assr.regione.emilia- romagna.it/it/servizi/pubblicazioni/rapporti-documenti/libro-kilt - you can find some supporting 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;

and some tools related to the management of interviews in an intercultural environment:

1. TOOLKIT, Tool 4 - To deal appropriately with cultural differences and to manage intercultural communication;

2. TOOLKIT - Tool 34 - Management of the first meetings;

3. TOOLKIT - Tool 40 - Start to socialize

If the conditions are in place, the Toolkit (created by the COE - Council of Europe to support operators) also contains ice-breaker tools, that are some practical and operational activities, including playful ones, to put the person at ease and establish a first relational contact:

1. TOOLKIT - Tool 19 - Break the ice and create confidence within the group;

2. KILT: sequence 5.3 - Cartography of life trajectories;

3. KILT: sequence 6.1 - The reception, the meeting with a resident, a beneficiary, a patient.

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Before starting the interview, it is useful to spend a few minutes collecting the information available on the person that we are going to orient.

It may be useful to investigate or make available during the meeting some tools such as maps, photos, documents, etc.

The Ensemble project provides **30 Country Fiches** for the 30 most relevant countries in terms of migration trends according to UNHCR http://www.projectensemble.eu/country_fiches_it.php

The Ensemble tool "**Prepared yourself for the interview**" suggests on which points to put the attention in the preparation of the interview and how, operationally, to act in a transcultural perspective http://www.projectensemble.eu/ficha_it.php?id_ficha=31:

- space;
- gestures (non-verbal communication);

- the formal and / or non-formal register;
- the voice.

At this point, we are ready to begin the orientation process; Ensemble suggests some tools for the management of the intercultural dialogue:

- TOOLKIT - Instrument 24 - Identify the most urgent needs of refugees;
- TOOLKIT - Instrument 25 - Discover what refugees already know to do and what they will have to do in the language of the host country;
- TOOLKIT - Instrument 29 - The most important things to learn according to refugees;
- KILT: sequence 6.2 - Non-violent communication: some keys for opening up to the other.

The Ensemble tool "**Guide the interview**" - http://www.projectensemble.eu/ficha_it.php?id_ficha=31 gives us some suggestions for effective communication and mutual understanding:

• Speak simply and clearly;

• Pay attention to implicit cultural representations;

• Apply active listening techniques;

• Develop the aptitude for decentralization.

Below there is an **example/outline of the interview form** for the collection of all the data useful for tracing a training or social working path; in gathering information the operator must apply all the suggestions listed so far and exercise the acquired cross-cultural skills/competences.

INTERVIEW FORM

PERSONAL DATA

Surname
First name
Phone
Birth place
Date of birth
Fiscal Code
Nationality
Citizenship

Residence
Municipality/City

Address

Domicile

Municipality/City

Address

At

Document valid for the stay

In possession of the residence permit   yes ◯ no ◯

Expiration of the residence permit

Residence permit reason

Notes:

More news

Employment status

Reduction in work capacity (%)

Targeted placement for disabled people

Housing situation

Family situation (also in the country of origin)

Presence of social ties

Known languages
(for each language insert: written, spoken, read)

ICT knowledges

Type of knowledge

Degree of knowledge

Educational qualification

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Educational qualification, also obtained in the country of origin:

Professional training:

Other knowledge
(insert: other skills, professional registration, skills / professional skills, driving license type, HACCP)

DETERMINING PROFESSIONAL COMPETENCES AND SENSE OF INITIATIVE AND ENTREPRENEURSHIP OF MIGRANTS

Now we are ready to explore the professional competences acquired by migrants in their home countries in non-formal and informal contexts (ie outside traditional structured training paths), making use of the **ENSEMBLE Skills Dashboard** http://www.projectensemble.eu/skills.php?lang=EN

As is well known, very often the newly arrived migrants are experiencing difficulties to describe in words the professional competences already possessed due to problems related to the mastery of the operators' language and/ or relationship difficulties, for this reason, **ENSEMBLE Skills Dashboard** makes available to this target and training operators some video products and images that can facilitate the process of retrieval of competences which, if carried out properly, can prove to be a strategic / crucial step for setting up a possible training program to complete missing competences and effective job placement planning.

ENSEMBLE Skills Dashboard is composed of

>> 43 videos representing the main work activities of three key economic sectors of the European economy in which migrants often find employment and they are:

1) Catering

2) Construction

3) Manufacturing

The selected work activities are those most requested by European companies in the three sectors and in which the foreign workers often work.

You can find an example for each sector below

Catering

WST-FOOD-01 – PREPARATION OF RAW MATERIALS - CUTTING VEGETABLES 2.2

Framework: 1 - **Level:** 2 - **Sublevel:** 2

How often have you done this?

☐ Never

☐ Not often

☐ Often

☐ Very often

See related framework

Construction

WST-CON-01 CREATION OF PIECE OF MASONRY -OTHER WALLS 3.2

Framework: 1 - **Level:** 3 - **Sublevel:** 2

How often have you done this?

☐ Never

☐ Not often

☐ Often

☐ Very often

See related framework

Manufacturing

WST-MAN-04 REPAIR THE MOTORCYCLE AND THE MOPEDS COMPONENTS -BRAKES 2.1

Framework: 4 - **Level:** 2 - **Sublevel:** 1
How often have you done this?

☐ Never

☐ Not often

☐ Often

☐ Very often

See related framework

The videos, which do not contain audio commentaries to avoid linguistic misunderstandings, are sequences that simply need to be observed and used as a practical example of an activity that the migrant recognizes or does not recognize that he/she has realized in the past.

The check of professional skills can be done personally by the migrant, independently viewing the sequences from a PC or smartphone, or by the migrant supported by the operator. The substantial difference is the more active role of the migrant.

The tracing of the retrieved competences is recorded on a paper model made available by the system. The document created is kept by the operator who places it in the user's portfolio. The copy can be delivered to the subject in charge.

>> 10 Frameworks

There are 10 frameworks that represent the macro operational activities which also include the work activities covered by the 43 video sequences. Each framework includes not only the reference video sequences but also all the substantial work activities of that macro activity includes. Each activity represents a crucial phase in the process of that economic sector.

The 10 matrices developed are shown below

Catering

- PREPARATION OF RAW MATERIALS

  COOKING FOOD WITH TRADITIONAL METHODS

Construction

- CREATION OF PIECE OF MASONRY

- PLASTERING OF INTERIOR AND EXTERIOR WALLS

- DYEING OF INTERNAL AND EXTERIOR WALLS

Manufacturing

- REPAIR THE MOTORCYCLE AND THE MOPEDS COMPONENTS

- REPAIR AND MAINTENANCE THE VEHICLE COMPONENTS

- REPAIRING AND MAINTENANCE THE POWER TRAIN

- REPAIR THE MOTORCYCLE AND THE MOPE DRIVING PART

- REALIZATION OF PARTICULAR MECHANICS TO PARALLEL LATHE
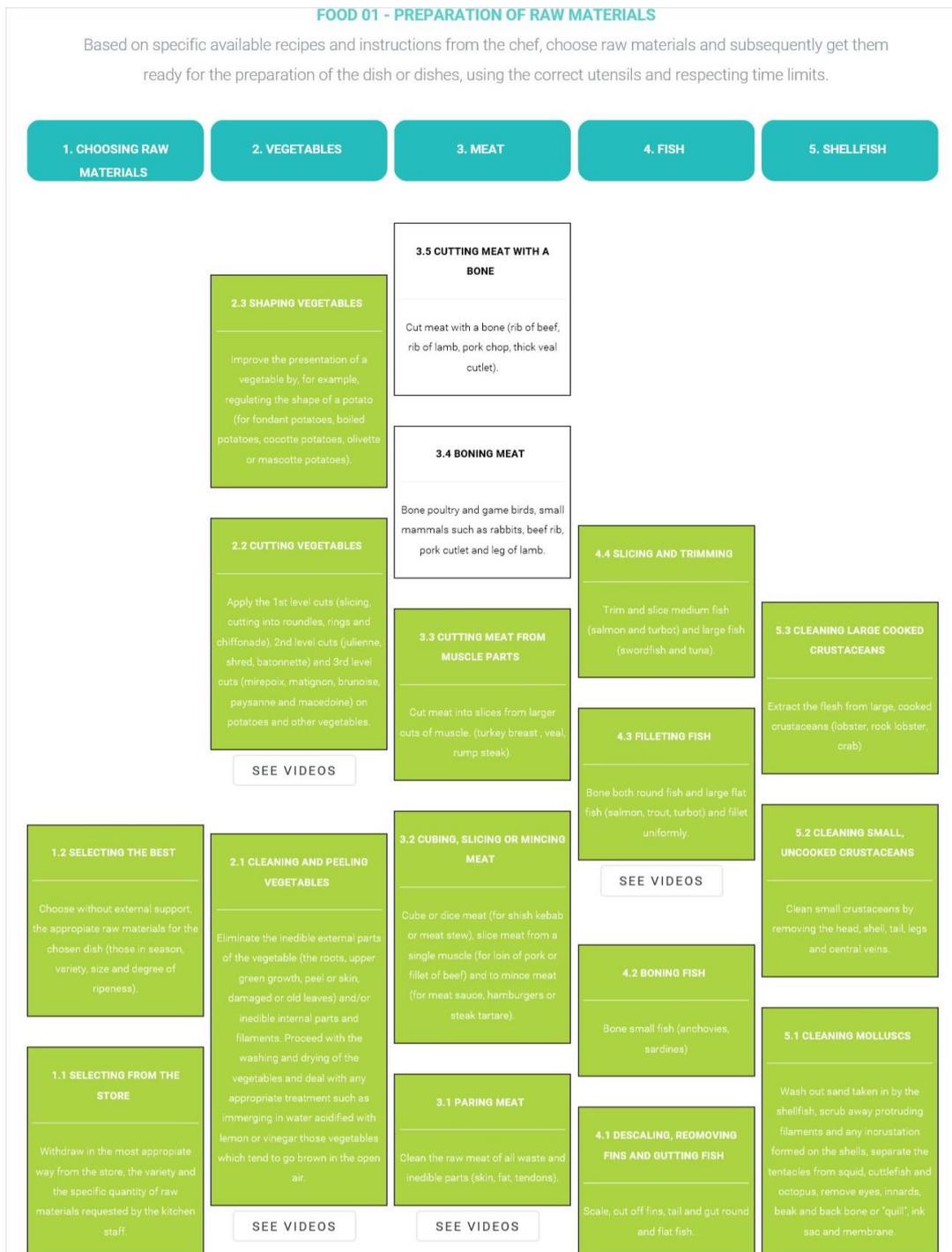
The frameworks, with the 43 video sequences, must be used by the operators to design, after verifying the migrant's professional skills, effective training paths to cover the missing operational skills required by the labour market and/or work placement in the productive area.

>> **35 drawings** representing the dimensions of the 7 European Key Competence "Entrepreneurship" according to the "EntreComp" Framework developed by DG EMPL.
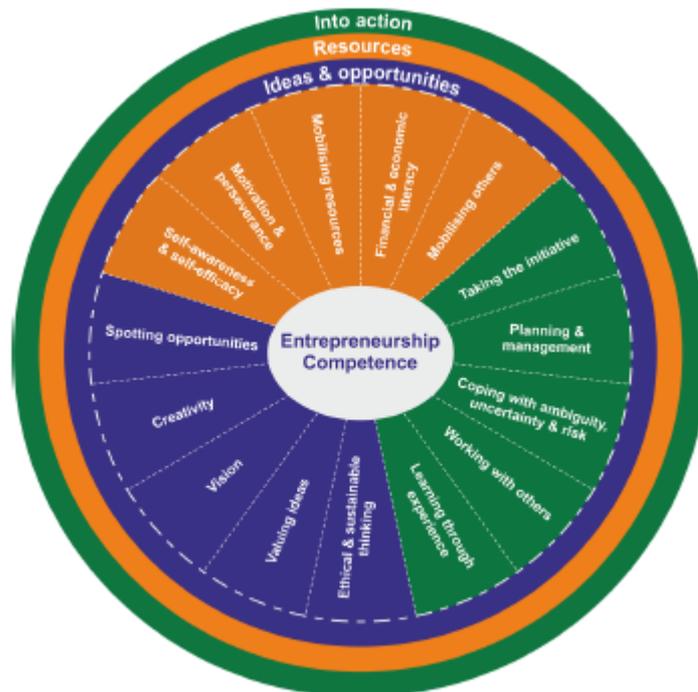
Figure 2: Areas and competences of the EntreComp conceptual model.

The illustrations, without audio commentary or note except the title of the dimension in English and in the 4 languages of the project partnership, must be simply observed by the migrant, either independently or with the operator, so that the migrant can instinctively say if he/she feels reflected in that image or not.

SPOTTING OPPORTUNITIES	
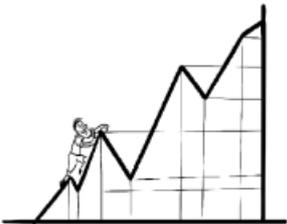
The final result will be recorded on a paper model made available to the system. The prevalence of images belonging to a coloured area of the framework will indicate to the operator the area of strength of the user while the less selected area (s) represent(s) the section on which they need training.

The document will be kept by the operator who will place it in the user's portfolio. The copy can be delivered to the user.

To these products specifically made by the project, a fourth was added which has been produced by the EC: the **"EU Skills Profile Tool for Third Country Nationals"**. The multilingual EU Skills Profile Tool for Third Country Nationals is intended for those 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 product serves to map those macro areas of activity (for example in the Catering sector - Knowing how to Cook) that at a job insertion level are not significant.

The products developed in ENSEMBLE with the **Skills Dashboard** go deeper into the professional skills possessed by migrants by going down to the level of specific professional activity (for example in the

catering sector - "Knowing how to fry vegetables") which at a working level constitute the operating language understandable by companies.

The use of this tool is suggested to offer operators a shared tool at European level, which processes an XLM mapping that can be exported at any time from the portal to be updated. The same XLM can follow the migrant in his movements within the host nation if he/she is taken in charge by other operators as well as by an operator from another country of the union.
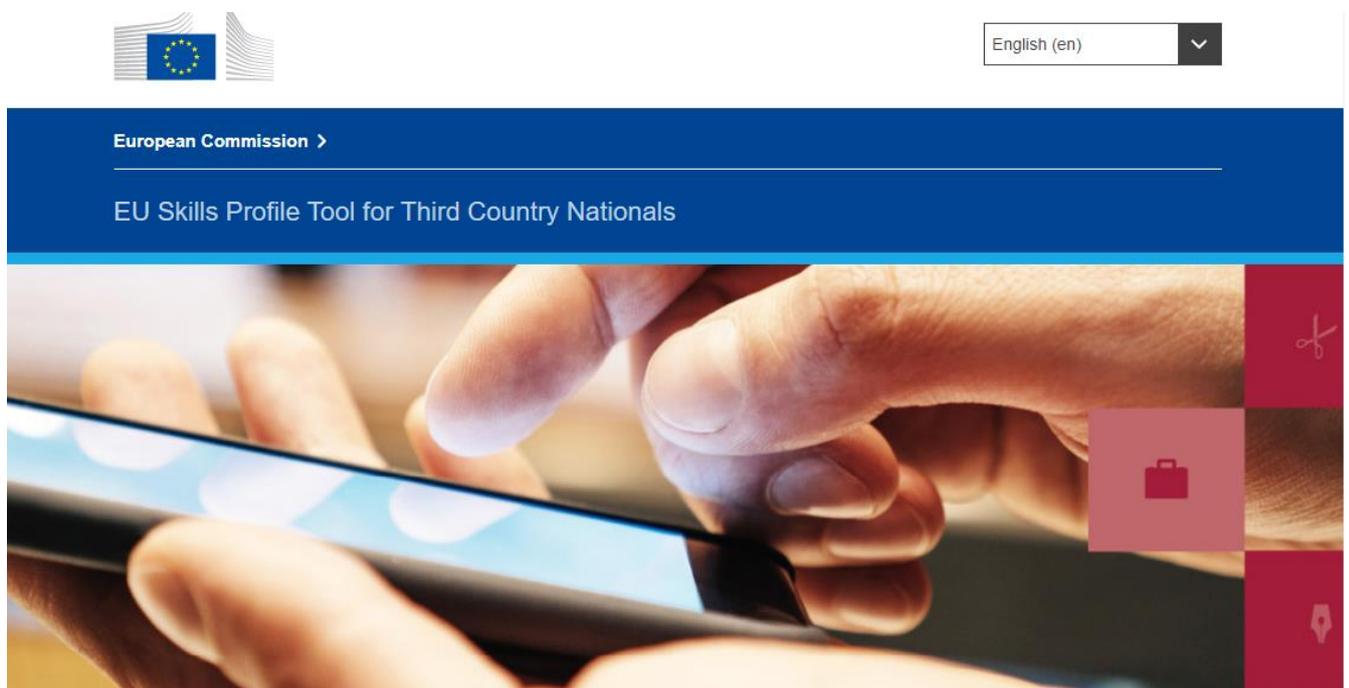
USE OF THE SKILLS TOOLS (suggestions)

Below we propose how to use the **Skills Dashboard** products based on the experiences of the developers during technical testing of the products. Of course every operator can use these tools as he/she prefers, in particular by integrating the tools developed by the project with those normally used in his organization.

Proposal Operating Sequence:

1) Use of **"EU Skills Profile Tool for Third Country Nationals"** for initial user registration

2) Administration of video set (men and women should be allowed to view the videos of the Catering for the simple reason that many people cook for nothing else than for personal needs and men can be shown those in the Manufacturing / Auto Repair and Motorcycles sector)

3) Show the images available for the assessment of the possession of "Entrepreneurship"

4) Collection of results on paper and their analysis

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5) Cross-check with the frameworks for the assessment of the possession of competences by macro area

6) If equipped laboratories are available, it may be useful to deepen the competences possessed by the user through direct observation. For the evaluation of what we have observed, we suggest an example of the form (ATTACH IAL CARDS)

7) Shared development of the training path to complete missing competences or strengthen them, if necessary, and in any case define a work integration plan

8) Closure with the survey on **"EU Skills Profile Tool for Third Country Nationals"** with official registration of suggestions.

If the operator does not want to use the **"EU Skills Profile Tool for Third Country Nationals"** for information gathering, we still suggest recording, by means of an interview, some very important supplementary information. The fundamental fields are listed below.

Professional experiences

Non-working experience
(internships, work grants, internships, volunteer experiences ...)

Professional propensities / interests

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Other useful information

Hourly availability:

Mobility in the area (bus, bicycle, own vehicle ...):

Legal situation (for example for people in penal execution)

Operator network (drug addiction services, mental health services, etc. ...)

Reference operator

The operator can help the user in the linguistic and cognitive re-elaboration of the orientation path and in the planning of his professional and working project.

Ensemble offers some useful and very practical suggestions with the tab "Give value to the interview" http://www.projectensemble.eu/ficha_it.php?id_ficha=31, for the construction of concept maps.

And how can you support the user in enhancing his/her resources and in building his/her own professional project?
A suggestion could be to evaluate the degree of proximity to employment possibilities in the examined sector / professional field and, subsequently, to define the path.

Degree of proximity to employment possibilities in the sector / professional field examined

Sector _____

◯ none

◯ minimum

◯ sufficient

◯ almost good??

◯ good

◯ excellent proximity to employment

RECOMMENDED PATH

◯ Specialist orientation course

◯ Training of basic skills (specify any basic skills that are recommended to be acquired):

◯ Transversal Cross-training (specify any transversal skills to be reinforced):

◯ Professional training in the identified sector (specify skills to be strengthened and skills to be

acquired)

◯ Start an internship

◯ Job placement in roles / duties of (specify)

_____