Accepted, resettled, integrated, valued and employed

Toolkit for the Validation and Quality Assurance of the Curriculum

Project number 2017–1-SE01-KA204-03454

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Introduction

This Toolkit has been developed within the Erasmus+ project ARIVE – Accepted, Resettled, Valued, Integrated and Employed Project number 2017–1-SE01-KA204-03454 as a methodological support for the piloting of the Refugees Integration Assessment Toolkit: INTEGRASS (IO2) and the Curriculum Handbook (IO3) which were developed within the framework of the project.

The ARIVE project will strive to tackle all major causes that prevent refugees' integration and to boost levels of integration in communities, namely:

- lack of recognition of knowledge, competence and skills, including previous studies;
- de-skilling and social isolation;
- lack of work experience in the host country and peer networks at a suitable professional/ vocational level;
- language and understanding of the civic and social landscape.

The general objective of the project is to develop quality learning opportunities in order to allow the assessment and upskilling of low-qualified and low-skilled humanitarian migrants' competences for them to enter the labour market. This integration shall be facilitated taking into consideration the individual needs and capacities as well as labour market demand.

Humanitarian migrants (refugees, people with subsidiary protection or other protection status and resettled refugees) are particularly vulnerable and require targeted support. They generally arrive with weak, if any attachment or link to the host country and have gained qualifications and work experience in very different labour market conditions. On average, within the EU, it takes between five and six years to integrate more than 50 % of humanitarian migrants into the workplace and as much as 15 years to reach a 70% employment rate (European Parliament). Long periods of inactivity lead to de-motivation and de-skilling; de-skilling in turns means that they could only accept low-skilled jobs, leaving them trapped in a low socio-economic cycle. This impacts on their willingness and resilience to effectively commit to their integration.

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The corrective action of ARIVE will strive to tackle all major causes that prevent low-skilled humanitarian migrants' integration to boost levels of integration in communities, namely:

- lack of recognition of knowledge, competence and skills, including previous studies; this will be achieved through the design and implementation of a toolkit for integration skills assessment to enable the identification of relevant actions to be taken to support a humanitarian migrant's integration;
- de-skilling and social isolation, limited knowledge of host country's language and understanding of the civic and social landscape; in order to tackle this gap, the ARIVE partnership has designed tailored courses that meet specific learning needs and characteristics, in particular the development of key competences for integration and relevant professional competences to become "Migrant Service providers";
- lack of working experience in the host country and peer networks at a suitable professional/ vocational level; this will be addressed through the creation and implementation of work-based laboratories facilitated by refugee support groups

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The objective of the ARIVE Toolkit for the Validation and Quality Assurance of the Curriculum

This toolkit provides instructions in order to use the tools developed by ARIVE partnership and thus describes a coherent procedure for quality assurance of learning activities and their content.

The toolkit ensures the alignment of the ARIVE upskilling path with the European Quality Assurance Reference Framework for VET (EQAVET) that provides standards to monitor the effectiveness of vocational education and Training that are implemented through a 4-step methodology:

1. Planning
2. Implementation
3. Evaluation
4. Review

The toolkit will facilitate practitioners' work and help them achieve migrants' labour integration, language training, understanding of the host country's society and culture, accessing voluntary work, etc.

The users of the toolkit are trainers, coaches and career counsellors of low-qualified migrants who will be involved in a process with the migrant aiming at:

- identifying formal, non-formal and informal competences through INTEGRASS
- organising training courses to upskill and empower migrants and cover their learning gaps (Migrant Service provider Curriculum)
- develop an individual action plan based on the guidelines provided in this toolkit.

The toolkit includes:

- instructions on the use of the Integrass toolkit and the Migrant Service provider Curriculum;
- a methodology for the development of a personal integration plan and the relevant template to be used.

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The Planning phase

The planning phase represents the first step of the ARIVE path aiming at setting up clear, appropriate and measurable goals and objectives. This can be done through a a preliminary assessment of the migrant's needs and the creation of a comprehensive client profile that will provide all the information that is necessary in order to make action planning possible. The profiling is carried out through different approaches and methods which will provide diverse information on the migrant's skills, competences, needs and also, crucially, what motivates them

The Integrass toolkit provides guidelines and tools to profile migrants and identify priority support in response to the needs of immigrants, including access to systems for recognition of non-formal and informal learning.

The toolkit is fundamental to define an integration plan that is tailored on the needs and gaps of the individual, taking into account all the different ways knowledge experience and competences might have been developed, thus helping to create a better understanding of the migrants involved, the options they have and the barriers they have to overcome.

This INTEGRASS toolkit document consists of two parts:

- a manual, describing the steps for assessment and usage of formal, non-formal and informal learning
- a toolkit, describing related tools (quick scan, exercises, templates, procedures) for assessment and profiling.

The users of this toolkit are recommended to adapt the provided guidelines and materials to their local/regional and national conditions.

The Quick Scan

The Quick Scan allows to assess the 5 key competences in an easy and quick way:

1. Literacy / Communication
2. Digital competence
3. Mathematical competence (numeracy and budgeting)

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4. Active citizenship
5. Health

It allows to identify learning gaps and needs that the individual needs to fill in order to facilitate his/her integration path and will provide practitioners with fundamental insights in order to suggest beneficiaries an appropriate path towards integration.

The Personal Integration Plan

One of the key elements which decide for a good quality process is to take measures that ensure the involvement and understanding of the migrant in this whole process. In particular, it is necessary to explain and create understanding and commitment to the activities that will be carried out.

The development of a relevant Personal Integration Plan is a key step to stimulate involvement and participation. The Personal Integration Plan allows for a targeted intervention to support low-skilled and low-qualified migrants in their path towards integration into the host country's society. The responsibility of developing a Personal Integration Plan for each migrant lies with the migrant service provider who supports migrants in their social and labour integration; the ARIVE Personal Integration Plan can also be developed by any person providing support services to migrants (career counsellor, NGO workers, educators...).

The Personal Integration Plan will be given to the migrant, along with a copy of the quick-scan result. The plan will provide a summary of formal and non-formal achievements identified, as well as ambition and motivation. It will then identify goals and recommended actions based on the results of the quick scan and discussion throughout the meeting.

The Personal Integration Plan will include social and learning/career steps based on each individual situation. This will ensure the correct match of the individual into the labour market. The Plan will include participation in one or more courses organised within the Migrant Service Provider curriculum course to allow migrants fill in their gaps and also develop useful knowledge and competences to enter the labour market.

A plan at this stage is just a preliminary direction since:

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1. assessment is a starting point on which both agree and does not provide a final judgement;
2. objectives are likely to change as a result of both migrants and the coach's inputs, since over time the coach gets to know the client much better and has a better understanding of his/her strengths and weaknesses;
3. bureaucracy tends to take over the quality of the process as well as the focus on the individual; periodical monitoring and follow-up will be needed in order to check the achievement of the set objectives; this will be carried out through the Quick Scan that will be periodically re-taken in order to measure progress in the achievement of the set objectives. The follow-up dates will be established in agreement with the individual.

Steps to develop a Personal Integration Plan

In order to develop a Personal Integration Plan, the Migrant Service Provider needs to take the following steps:

1. Fill in the template (see annex 1) with participant and advisor's information, date of assessment, a summary of the formal and non-formal learning acquired and relevant skills based on the results of the Integrass Assessment. One cannot make an action plan without a goal orientation: meaning a general goal at least. In most cases this general goal will indeed be general: it is not possible to know what is achievable and realistic. Goals will become more and more specific throughout the whole guidance and learning process. Also part of this process is that the individual needs to be aware of what you are doing / planning for.
2. Carry out, together with the beneficiary, a SWOT analysis of the results in order to identify strengths, weaknesses, opportunities and threats in his/her experiences. Actually this is a joint dicussion on results obtanied during assessment in which you lable the findings and find some common agreement.
3. Discuss with the individual about his/her ambitions, what they want to do and learn and identify the support and resources needed, indicators of achievement and deadlines for review.
4. Choose and define short-, medium- and long-term SMART objectives which are:

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a. *Specific (simple, sensible, significant).*
b. *Measurable (meaningful, motivating).*
c. *Achievable (agreed, attainable).*
d. *Relevant (reasonable, realistic and resourced, results-based).*
e. *Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)*[1]

5. Choose action steps that are concrete, measurable and attainable. These steps should be clearly defined, not vague ideas
6. Identify who is responsible for each action step, who will be supporting them and the resources needed for accomplishing action steps; if sufficient resources are not currently available, include a plan for their acquisition
7. Provide a clear schedule for completing action steps. It's important to break down the timeline for each step along the way thus assuring for control and monitoring of the agreed path of the migrant.

During the above process check regularly whether the migrant understands what has been decided and why this has been decided. The Personal Integration Plan will be provided to the migrant as part of a portfolio to be developed, (in which all achievements are registered as evidence of being competent) along with a copy of the Quick-scan result; it can be useful for the development of a CV and access procedures for recognition and validation of non-formal and informal learning.

[1] https://www.mindtools.com/pages/article/smart-goals.htm

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Implementation Phase

During the Implementation phase, it is important to establish procedures to ensure the achievement of goals and objectives (eg. referral services, liaising with stakeholders and training institutions to grant access to training paths).

The Migrant Service provider curriculum

After the assessment of formal, non-formal and informal learning and a migrant's level of integration, and the development of an individual action plan migrants can be directed to one or more courses foreseen by the Migrant Service Provider Curriculum designed by the ARIVE partnership to train professionals who will be able to undertake the tasks of intercultural mediators, career counsellors and service managers. The curriculum contains a combination of theory, exercises and work-based laboratories that will allow to develop useful professional and transversal skills for a migrant's integration into society and labour market.

The migrants assessed through Integrass will be directed to one or more modules and work-based laboratories, based on their knowledge, competences and learning gaps in the areas of:

- Occupational perspective (module 1)
- Educational pathways to labour market (module 2)
- Social Integration according (module 3)
- Labour market integration (module 5)

Moreover, based on the INTEGRASS results, each practitioner will identify relevant service providers for referral (eg. in case of specific health needs) for support, and those training needs and training routes which are not covered by the modules of the Arive curriculum.

To ensure quality, it is the responsibility of the career advisor to arrange the entry to actual training in such a way that the migrant indeed is capable of participating. Some of the following measures can be taken to ensure a migrant is actually "prepared" and capable of participating in the training path:

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- Warm transfer
- Check of actual start
- Supervision

A course tailored on migrants' needs and learning gaps

The Curriculum consists of two parts:

Part 1 - UNDERSTANDING THE NEEDS of low-qualified migrants for better service provision by Migrant Service Provider; this part focuses on newly-arrived low-skilled humanitarian migrants' needs, principles of intercultural communication, legislation and administrative procedures concerning social and labour integration of humanitarian migrants, general and specific educational objectives in the counselling of low-qualified migrants, orientative Information techniques, service management and principles of customer care.

Part 2- COUNSELLING AND TRAINING MATERIAL FOR LOW-QUALIFIED MIGRANTS

This part is divided into 4 different modules:,

1. Occupational perspective: it focuses on the knowledge of the various professions, the ability to identify knowledge, skills and competences acquired through non-formal, informal and formal learning and identify the most suitable professions based on the competences possessed; this section also focuses on the development of key competences that allow the migrant to be able to look for and find a job;
2. Educational pathways to the labour market will help refugees/subsidiary protection holders and asylum seekers recently arrived to Europe to identify relevant education pathways based on their competences and competence gaps and learning needs and also develop useful key competences
3. Social Integration: it focuses on all the knowledge, skills and competences needed for social integration including the development of language skills
4. Labour market integration: general requirements that an employer can ask of a new staff member (when applying for a low skilled job), discussion related to understanding what is meant by a low skilled job and what jobs are suitable for the field, what skills and knowledge they should have to work in low-skilled jobs, how they can meet these capacities, how low skilled jobs can help a person integrate into the new society, what challenges they will have to go through

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(lagging behind in education, language barriers, discrimination, uneven access to employment and decent housing and social services, or mismatching jobs and over-qualification in the case of highly educated migrants).

Below you can find the table that will help you select the most suitable exercise and module based on the areas of weakness and needs identified through the Integrass Assessment.

Priority should be given to the competences in which the participant has scored less than 3.5 points.

Key competence of the curriculum:	**Occupational**	**Educational**	**Citizenship**	**Labour market integration**
Active citizenship				
Basic job requirements	X			X
Understanding cultural differences	X	X	X	X
Dealing with cultural differences			X	X
Setting goals and personal effectiveness	X			X
Key competences for employment	X			X
Entry requirements for education		X	X	X
Exploring motivation	X	x	X	X

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Literacy				
Human Bingo	X	X	X	X
Baggage Claim	X	X	X	X
Form filling	X			X
Running Dictation	X	X	X	X
Starting a New job	X	X	X	X
Questioning techniques		X		X
Complete the sentence	X	X		X
Digital Competences				
Starting with Windows	X	X		X
Start menu, taskbar and desktop	X	X		X
Android	X	X	X	X
Storage	X	X		
The files on my SMARTPHONE	X	X	X	X
Living in a Cloud		X	X	
The Magic WEB		X	X	
Where should I work?	X		X	X
Not everything is what it claims to be	X	X		X
My bank is everywhere	X	X	X	X
Connecting via email	X	X	X	X
Now you have contacts!	X	X	X	

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I am on Facebook			X	
So many friends			X	
Posting, liking and sharing	X		X	
My photos on Instagram	X		X	
Dangers from using the internet	X	X	X	X
Viruses / trojans / adaware and precautions	X	X	X	X
Mathematical				
Save money with a discount		X	X	
The use of mathematics in cooking	X	X		X
Mathematics in medicine	X	X		X
Proper use of time	X	X	X	X
Saving money	X		X	X
Math skills in shops	X	X		X
Units of measure		X		X
Mental and physical health				
Building self-resilience, reflection and esteem	X	X	X	X
Healthy Eating			X	
Choice and Goals	X	X	X	X
Introduction to team-work	X	X	X	X

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Knowledge of local agencies and networks that can provide support	X		X	X
Active Listening (and its benefits)	X		X	X
Health Services			X	

Selection Criteria

The definition of clear criteria for the selection of participants in the Migrant Service Provider course is fundamental to ensure the quality of the whole process of selection and participation. The following general criteria need to be met in order to take part in the curriculum:

- Level of host country language – minimum B1
- Availability for education
- Minimum 18 years old

The course was specifically designed for refugees/subsidiary protection holders and asylum seekers recently arrived to Europe/migrants but can be attended by any low-skilled adult.

Below you can find a table that will help you identify which work-based laboratory/ies is /are most suitable for the beneficiary's development.

Selection criteria for work-based laboratories
Intercultural communication
Min. B2 in a vehicular language (eg. English/French to interact with Western African migrants)
Min. B2 in host country language
Interpersonal, listening and communication skills
Mediation skills
Interest in discovering other people and cultures

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Supporting Interventions for Social Integration
Good communication skills to be able provide and find information
Teamwork orientation
Interpersonal skills
Knowledge of other languages is a plus
Min. B1 in host country language
Knowledge of local society, culture and history
Knowledge of migrants' rights and duties
Mediation skills
Provision of Career Counselling 1
Customer orientation
Min. B1 in host country language
Knowledge of other languages is a plus
Ability to work in group
Knowledge of available tools to identify and assess formal, non-formal and informal learning
Interpersonal skills
Provision of Career Counselling II
Customer orientation
Openness in discovering other people and cultures
Min. B1 in host country language
Easiness for social contacts, with publics with diverse profiles
Knowledge of opportunities and characteristics of the local/regional/national economic reality, occupational trends, working conditions etc.

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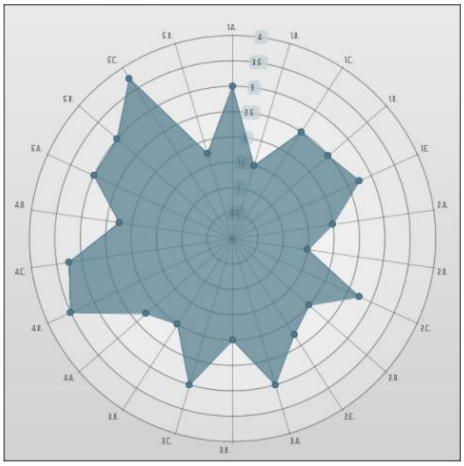
Evaluation Phase

A quality upskilling path needs to foresee an evaluation phase during which various mechanisms are activated to evaluate achievements and outcomes by collecting information through the Quick Scan. During this phase, an evaluation of participants' is carried out through the Quick Scan that will be re-taken in order to assess the progress and achievements after the participation in the course. Also a learner evaluation questionnaire is used to evaluate the service offered and the goals achieved through the eyes of the migrant. The evaluation phase is key to review and update constantly the Personal Integration Plan and provide feedback on the quality of services and providers from both the perspective of the learning objectives as well as of the participant.

An example

Below you can find an example of assessment taken by an asylum-seeker twice: when he accessed the training agency and after 6 months.

RESULTS OF THE QUICK SCAN (First Assessment)



Literacy	Reading	**3**
	Reading in host country language	1.5
	Writing	2.5

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	Writing in host country language	2.5
	Interacting	2.8
Digital	Basic use of computer	2
	Email	1.5
	Using Internet	2.8
	Internet services and authority	2
	Use of smartphone	2.3
Numeracy	Basic calculations	3
	Reading graphs and tables	2
	Budget management	3
	Managing contracts	2
Active Citizenship	Public services	2.3
	Cultural services and travel	3.5
	Neighbourhood	3.3
	School	2.3
Physical and mental health	General	3
	Living	3
	Lifestyle	3.8
	Energy	1.8

The individual has scored 9.6 points in Literacy, 10 points in Numeracy, 10.6 in Digital, 11.4 points in Active Citizenship and 11.6 points in Health therefore he needs to develop especially the Literacy, Numeracy and Digital Competence.

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Considering the points obtained in each area, the following are the **areas of weaknesses**:

Literacy

- Reading and writing in the host country language

Numeracy

- Basic calculations
- Budget Management
- Managing Contracts

Digital

- Email
- Internet services and authority
- Smartphone
- Internet

Active Citizenship

- Public Services
- School

Physical and Mental Health

- Energy

The following are the **areas of strengths**:

- Neighbourhood
- Cultural services and Travel
- Lifestyle

Based on the results of the Quick Scan, the assessor will, in collaboration with the individual, develop an Individual Action Plan which will include the actions to take to support the individual in the development of his/her skills. The actions could also involve studying one or more modules of the Migrant Service provider Curriculum which will be identified based on the results of the Quick Scan and the areas in which the participant has scored less than 3.5 and also considering the aspirations and long-term objectives of the participant.

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According to the example above, the individual might need to take all modules and a selection of:

- literacy exercises to develop the ability to read and write in the host country language
- digital exercises (The Magic Web, Android, Email, Connecting via Email, Not everything is what it claims to be, Search for a Job online, Starting with Windows)
- numeracy exercises (Save money with Discount, Saving Money, The use of mathematics in cooking, The use of Mathematics in Medicine, Math skills in shops, Units of measures)
- active citizenship exercises (Entry requirements in education)
- mental and physical health exercises (Healthy eating, Knowledge of local agencies and networks that can provide support, health services).

The assessor can also suggest Work-based Laboratories on Supporting Intervention for Social Integration, Provide Information and orientation to migrants on rights, duties and opportunities (accommodation, health, administrative issues) to allow migrants to put into practice what they have learned and develop useful professional skills to become „migrant service providers“.

Below you can find the results of the Quick Scan Assessment which was taken by the migrant after he attended the suggested course. A general improvement in the various fields can be observed. In particular, according to the results of the questionnaire, the migrant's score has improved in various areas, which were identified during the first assessment as areas of weakness:

- reading and writing in the host country language (from 1.5 to 3)
- managing contracts (from 2 to 3)
- email (from 1.5 to 2.5)
- smartphone (from 2.3 to 2.8)
- energy (from 1.8 to 2.5)
- public services (from 2.3 to 2.5)
- school (from 2.3 to 4)

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RESULTS OF THE QUICK SCAN (Second Assessment)

Literacy	Reading	**4**
	Reading in host country language	3
	Writing	4
	Writing in host country language	2.5
	Interacting	4
Digital	Basic use of computer	2.8
	Email	2.5
	Using Internet	2.5
	Internet services and authority	2.5
	Use of smartphone	2.8
Numeracy	Basic calculations	3
	Reading graphs and tables	2.3
	Budget management	3
	Managing contracts	2.8
Active Citizenship	Public services	2.5
	Cultural services and travel	4
	Neighbourhood	4
	School	4
Physical and mental health	General	4
	Living	4

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	Lifestyle	4
	Energy	2.5

At the end of the course and the final assessment, each participant is asked to answer an evaluation questionnaire to provide feedback on the appropriateness of the course content and organization (see annex b). Each participant is asked to evaluate each module in terms of content, scope and level of difficulty and also provide feedback on the organization of the activities, facilities and the trainers. Participants‘ feedback, comments and suggestions can contribute to the improvement of the effectiveness and appropriateness of the tools used.

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Review phase

After processing the feedback collected through the Quick Scan, a review and update of the Personal and Integration plan is carried out. When carrying out the review, remember to:

1. review and update your action plan as it is implemented. As you track the progress of your plan, make any changes needed as they arise

2. communicate with key people about the plan's progress and effects as it is carried out.

3. review the PIP and adapt it according to experiences / feedback collected.

Moreover, remember to:

- assure that migrant understands what has been achieved and why a review is needed and what this meamns
- clarify roles and responsibilities
- set new evaluation dates with client as well as provider

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Annexes

a. Personal Integration Plan
b. Participant Questionnaire

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Personal Integration Plan

Participant Information			
Forename		Surname	
Advisor			
Forename		Surname	
Department		Organization	

Integration assessment

Date of the Assessment	
Summary of formal learning gained (and hard skills acquired)	
Summary of non-formal skills gained (and soft skills acquired)	

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RESULTS OF THE QUICK SCAN

Literacy	Reading	
	Reading in host country language	
	Writing	
	Writing in host country language	
	Interacting	
Digital	Basic use of computer	
	Email	
	Using Internet	
	Internet services and authority	
	Use of smartphone	
Numeracy	Basic calculations	
	Reading graphs and tables	
	Budget management	
	Managing contracts	
Active Citizenship	Public services	
	Cultural services and travel	
	Neighbourhood	
	School	
Physical and mental health	General	

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	Living	
	Lifestyle	
	Energy	

SWOT Analysis

What are the users' strengths and weaknesses? What external opportunities or threats might affect any plans s/he might make?

Strengths	**Areas for further development**
Opportunities	**Threats**

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What do I want to learn?	What do I have to do?	What support and resources will I need??	How will I measure success?	Target date for review?

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Personal Objectives in terms of formal, non-formal and informal competences to be achieved

Short Term Goals (next 12 months) 2 months

Medium Term Goals (half year)

Longer Term Goals (beyond 1 years)

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Participant questionnaire

Dear participants,

we appreciate your feedback on this course, as it helps us to evaluate and possibly improve the course! Please answer the following questions and share your suggestions with us.

1. *Please tick the appropriate box.*

	Applies entirely	***Applies a little***	***Applies not so much***	***Does not apply at all***
Module 1				
The content was appropriate in terms of scope.	☐	☐	☐	☐
The content was appropriate in terms of difficulty.	☐	☐	☐	☐
I can put what I learned into practice.	☐	☐	☐	☐
Module 2				
The content was appropriate in terms of scope.	☐	☐	☐	☐
The content was appropriate in terms of difficulty.	☐	☐	☐	☐
I can put what I learned into practice.	☐	☐	☐	☐

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	Applies entirely	*Applies a little*	*Applies not so much*	*Does not apply at all*
Module 3				
The content was appropriate in terms of scope.	☐	☐	☐	☐
The content was appropriate in terms of difficulty.	☐	☐	☐	☐
I can put what I learned into practice.	☐	☐	☐	☐
Module 4				
The content was appropriate in terms of scope.	☐	☐	☐	☐
The content was appropriate in terms of difficulty.	☐	☐	☐	☐
I can put what I learned into practice.	☐	☐	☐	☐

2. Overall assessment. *Please tick the appropriate box.*

	Applies entirely	*Applies a little*	*Applies not so much*	*Does not apply at all*
I like the course in general.	☐	☐	☐	☐
The course was well organised.	☐	☐	☐	☐
The facilities were appropriate	☐	☐	☐	☐
Trainers were well-prepared for their work				

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The contents are helpful for my further work.	☐	☐	☐	☐
I have established contacts for my professional network.	☐	☐	☐	☐

3. Did you miss any content in the course and which contents should be covered in next courses?

_____

_____

_____

_____

4. Were laboratories effective and relevant?

_____

_____

_____

_____

5. What are your general impressions and opinions about the course?

Positive aspects - The course was successful and productive for me because:

_____

_____

_____

_____

Negative aspects - The following should be improved on the course:

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