



Citizen of the World

IO1 - International handbook for professionals working to empower marginalized migrants

Transnational Pilot Report

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In cooperation with CESIE & Centrum demokratického vzdělávání





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Introduction

The IHP – International handbook for professionals was prepared and edited by the consortium within the IO1- Handbook for professionals working to empower marginalized migrants. To ensure the quality of the content and activities in the handbook, national pilot sessions have been conducted in all partner countries (Sweden, Italy & Czech Republic). Activities in the handbook have been tested by both professionals and migrants in each country and layout and content have been discussed in different context and constellations.

The main purpose with IO1 is:

- To develop an international handbook that can be used as a tool to strengthen, widen and increase already existing knowledge among professionals working with marginalized migrants. The IHP will be a valuable instrument and support for everyone who aims to help and empower migrants in their new host country. Migrants will be the beneficiaries of the IHP. Methods and models that will give them tools to increase the key competences and basic skills. They will be given support and help to understand how they can shorten their time to integrate not only in their new society but also to become a citizen of the world.
- To develop a handbook that includes good practices and examples in the areas that are necessary to adapt to become an active and self-sufficient citizen.

The result of the pilot in each country gave the consortium information regarding:

- the quality of the content of the modules
- the adaptation of the activities in the modules (understandability and feasibility)
- the user - friendliness of the layout
- areas we need to improve and develop

The pilot sessions in each country have been organized according to the local context and according to Covid-19. Some sessions have been conducted online as restrictions did not allow personal meetings. To collect comparable answers, evaluate the pilot sessions and gather feedback from both professionals and migrants the partnership used two different piloting report templates. *Module Evaluation Questionnaire for participating migrants* and *Module Evaluation Questionnaire for participating professionals*. The templates will be found as annexes in this report.



The piloting implementation included in total twenty-one migrants and seventeen professionals. The migrant group were between 18-50 years old and two were minors. Their country of origin was:

- Mali
- Nigeria
- Bangladesh
- Tunisia
- Afghanistan
- Syria
- Ukraine
- Thailand
- Iraq

The migrants' opinions and thoughts about the activities have supported us in the work on the handbook. Their experiences of learning situations and what is needed to become a full-fledged citizen in a new country have been of great importance.

The seventeen professionals who participated in the piloting operated in the following areas:

- assistant trainer in implementing activities with young migrants
- project managers
- intercultural mediator
- peer orientator and Cultural Linguistic Mediator
- social workers
- intercultural worker
- Czech language tutor
- psychologist/lecturer
- teachers
- guidance counsellor
- special educator

The professionals had long experience of working with migrants and socially vulnerable individuals. Their expertise in the field has been very valuable to the development and improvement of the handbook.

Conclusion

The general conclusion of the pilot testing in all partner countries is based on a summary of feedback of both target groups of the COTW project, professionals working with migrants and migrants themselves. The pilot testing in all partner countries was successful and had an overall positive outcome.

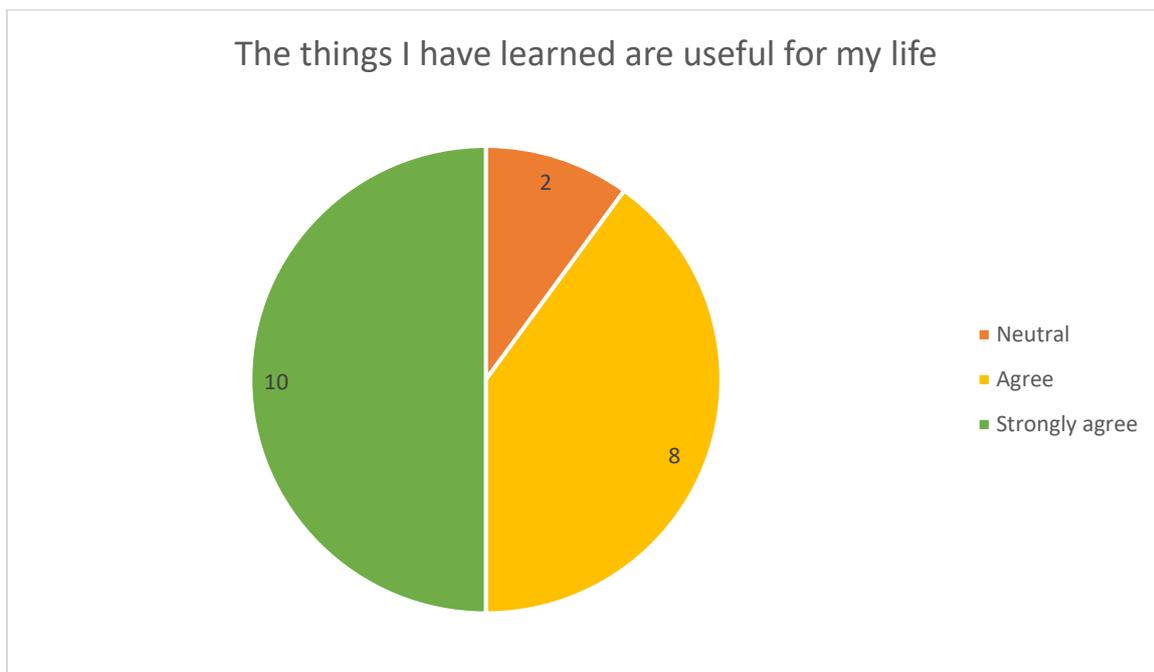


Migrant group

Migrants appreciated and positively evaluated the three modules and found them useful and interesting in various aspects. Many of them were in a current job-seeking situation and initiated that the chapter *Labour market inclusion* contained useful information and activities for them to increase their knowledge of how to achieve a job in their new country. The *Building bridges* chapter was appreciated for the useful tips and tools on different ways to develop language skills and daily vocabulary. They found the other activities in the chapter as very useful and gave them new ideas on how to meet local people and on how to integrate in the local society. They evaluated the chapter *Digital skills* as important and very much needed, even though the activities in the chapter were found quite easy and basic.

As the project aims to empower marginalized migrants and become active citizens in their new home countries an important and relevant statement for the IHP's objective and goals was: *The things I have learned are useful for my life.*

The graph below demonstrates the summary result from the migrant groups in Sweden, Italy and Czech Republic:



The result shows what we also experienced during the pilot sessions. The migrants were active, asked many relevant questions and made it clear that the handbook fulfils a good purpose.



Professionals

The professionals in each partner country perceived the IHP and contained activities as interesting and enriching in their daily work with migrants. Furthermore, they found the content and layout easy to navigate and easy to understand. The modules in the handbook match the needs they experience in their work with the migrant group. The *Building Bridges* chapter was appreciated for the inspiring ideas of community engagement further professionals mentioned that they would like to have the opportunity to do certain activities such as food workshops as they see that this is a very language-developing activity. The professionals found *The Labour market inclusion* chapter as very much needed since this is the objective for most migrants to integrate in the society and become self-sufficient citizens. Professionals in Sweden underlined the importance of the chapter:

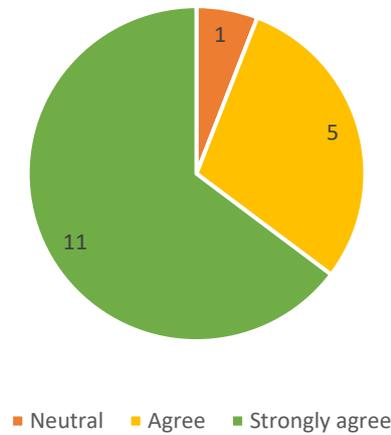
“In Sweden we have come a long way in terms of giving students digital skills, but we are not as good at making them familiar with the labour market and how to search for jobs”.

The choice to include the *Digital skills* chapter was highly acclaimed by the professionals, as *“it can be often taken as granted in Europe, but in their countries of origin electronic communication doesn’t necessarily have to be that common, as higher importance is paid to personal encounters”.* The professionals underlined the usefulness of the chapter on digital competence.

The objective with the IHP is to strengthen, widen and increase already existing knowledge among professionals working with marginalized migrants. The statement of *“The handbook provides added value for my professional practice”* is therefore one of the most important statements we asked the professionals to grade. The graph below shows the results of the professionals in all three partner countries.



The IHP provides added value for my professional practise



As it has been described in this transnational pilot report, the testing in each partner country was successful and had an overall positive outcome both among migrants and professionals. Suggestions of improvement:

- Possible restructuring of the IHP with the chapter regarding digital skills as the first one.
- Translation of the IHP into Italian, Czech and Swedish, but also into French and Arabic if possible.
- Provision of further links to materials for more advanced/intermediate users in the digital skills chapter.
- Possible adoption of language in the activities to make them more suitable and easily understandable for users with low language skills.
- Some of the exercises might be too difficult for illiterates with no school background. At the same time, they highlighted the possibilities of simplifying the exercises with picture support and language support.

Through the piloting we have obtained valuable information regarding the content of the handbook and the consortium also made small improvements. The following report summarises the results of the pilot implementation conducted in each partner country.



Annex I - Field Testing Pilot Report Czech Republic, Centrum demokratického vzdělávání

Introduction

This pilot testing and evaluation was conducted between November 2021 and early January 2022 within the Erasmus+ KA2 Programme European project called Citizen of the World. The testing was part of project's Intellectual output 1 and that International Handbook for Professionals working to empower marginalised migrants (IHP). After the COTW Consortium developed the final version of the IHP (IO1) the content was field tested in all three partner countries (Sweden, Italy and the Czech Republic) to gain an external view from individuals of both target groups.

This report is based on testing implemented in Prague, Czech Republic by the Democratic Education Centre partner organisation. The testing's aim was to introduce and put the content in practice with two target groups: migrants and refugees (third country nationals) and professional practitioners in the migration field who work with disadvantaged migrants.

Background

The field testing was held both in person and online, depending on the covid-19 epidemiological situation and individual preference of each migrant and professional. Due to the safety preference and time-schedule convenience of the involved participants, all the in-person encounters took place on an individual basis. All participants were informed of what the testing was for and how the data and results were going to be used.

Concerning professionals, 6 participants participated in the testing, at the start getting to know detailed overview of the COTW project aim, starting points, brief context of involved partner countries and nature of project's intellectual outputs.

Backgrounds of the professionals included: social worker, intercultural worker, psychologist/lecturer, Czech language tutor, mediator/language interpreter. Two of the professionals included also had migrant backgrounds themselves (Ukraine and Venezuela). Concerning gender and age, all participants were females and three of them were aged 25-35, one of them 36-50 and two of them were over 50 years old. They had varied experience in working in the field with migrants, one of them 2-5 years, three 6-10 years and two of them over 10 years. All of them were currently working in the non-governmental sector, two of them also had experience from services organised by a state institution and one of them was



also working freelance in the area of services for migrants. Professionals were approached with an aim to get participants with as diverse backgrounds and experiences as possible.

During the IO1 field testing meeting the whole IHP structure and intention was introduced to them. Then each chapter, its starting points, areas of focus and theoretical and methodological approach choice was presented. The main core of the session with each participant was to outline activities that are part of the IHP and then, to discuss selected ones in depth with regard to the possible application in practice from the point of view and experience of a particular professional.

Naturally, professionals considered themes and activities that were more related to their own particular professional expertise and field of practice as more necessary, but they also appreciated learning about approaches and activities that weren't part of their daily work with migrants and found them inspirational and interesting to hear about. The participants were commenting on the IHP activities from their own points of view, reflecting their own work and issues with the target group of marginalised migrants. The broader idea of empowerment, its importance and challenging moments of bringing it into practice was also discussed.

At the end of the meetings participants were interviewed about their evaluation of the outlined IHP content and activities which were discussed with the COTW project team member to gain the most specific feedback possible. In this qualitative questioning, key responses were noted for the purpose of field testing evaluation. In conclusion participants went through the COTW Evaluation survey that provided useful easy to analyse quantitative data.

Regarding the target group of migrants, 5 participants interested in taking part of the testing were recruited. The field testing sample consisted of 4 women and 1 man, 2 of the participants were Syrian nationals and 3 of them Ukrainian. 2 of the participants were of refugee background and were supplementary protection holders. 1 of the participants had a permanent residence type of residence and 2 of them had a temporary residence permit. 2 participants were aged 25-35, 3 of them 36-50. They were living in the Czech Republic in the range of 2-8 years. 3 of the participants had elementary knowledge of Czech, 1 of them intermediate and one advanced level. The field testing meetings were conducted in Czech and English.

Again, the participation migrants were informed of what the testing was for and how the data and results were going to be used. At first the overall aim and concept of the

IHP was introduced to the participants. While field testing with the migrants, putting activities from the IHP was stressed to find out more about the participants reactions and reflections of chosen activities. Participants were introduced to few chosen activities from each chapter, participating in the activity with the COTW project team member and subsequently commenting on the experience and relation it to their own life history in the Czech society,



reflection on their own community engagement, discussing their experience of learning Czech and struggles they are facing when looking and applying for a job. Also,

their opinions of how they were being treated by authorities in offices, workers in the NGO sector, employers and other stakeholders they faced during their integration, discussion the element of being empowered, supported and gaining useful, expert and good quality service and advice.

In conclusion the migrants were interviewed about their evaluation of the outlined IHP content and activities and went through the COTW Evaluation survey.

Feedback from the pilot with migrant learners

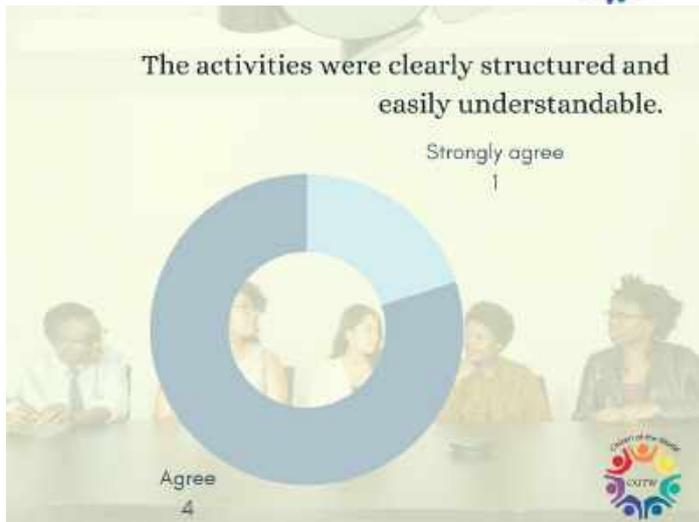
All participating migrants evaluated activities they tried as successful and useful for them and also other migrants they know.

3 of the participants had a recent experience of looking for a job and thus they appreciated the activities in the Labour market inclusion chapter. One participant from Syria stated: "In Syria it's not that common to talk about your achievements, personal character and so on. When I go to an interview here in the CR I have to think of answers when they ask me about my strengths for example." It was clear that for the participants from Syria it was still uneasy to discuss their own character.

From the Building Bridges chapter, activities concerning language learning were mainly implemented according to the participants' wishes and they appreciated them generally, namely learning new tips and tools for everyday improvement of their vocabulary. When introduced to the content of the other activities they commented on them as: "useful", "good idea how to meet new local people", "I like doing things on my own like in this activity".

The activities included in the Digital skills chapter were evaluated as very much needed, despite the fact they were considered quite easy and basic by some of the participants, but at the same time all 5 knew about someone in their acquaintance who lacks these very basic skills. As one participant noted: "Today when someone doesn't know how to use a PC or phone, their life can be much more difficult. Migrants have to solve lots of issues in their life and the internet makes that easier and when you are not capable of using it you rely on the help of others and you are not independent. I think computer courses with this content would be useful for migrants in Prague."

Concerning format of the activities and time allocation, all participants agreed/strongly agreed that the instructions were clear, time sufficient and provided materials useful.



Activities from all three chapter were evaluated as useful by majority of participants, as only one of them stated “neutral” to the question:



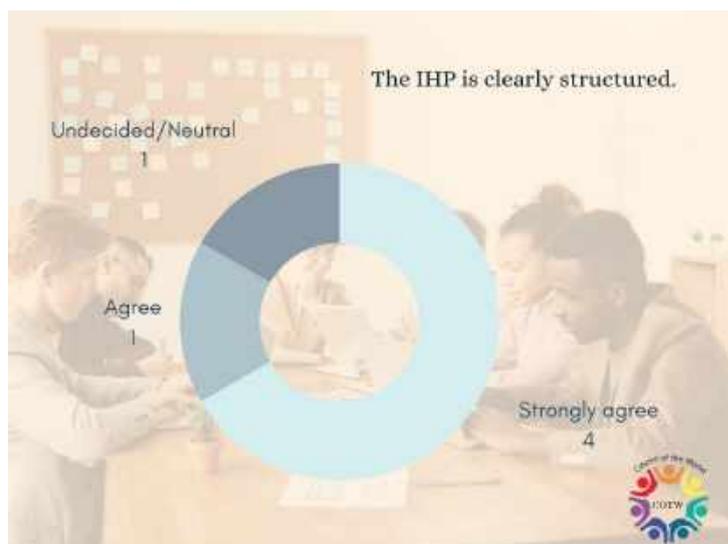
When asked about particular things they have learned, the answers were:

- Interesting information about writing a cv;
- New ideas on practising Czech at home;
- Learning about my level of skills using a computer and mobile phone, interest in developing more (MS Office, Excel tables);
- Learning and thinking about soft, personal skills and work problem situations and think how to react;
- Getting new tips on writing a motivational letter (I always struggle with that);
- I like to discuss my business ideas and dreams that sometimes might come true.



Feedback from the pilot with professionals working with migrants

The general structure of the IHP was assessed as clearly structured as 5 of the 6 participants stated they agree/strongly agree with the statement. Professionals appreciated that the IHP is structured clearly, and each chapter contains lots of sub-chapters and units. As one participant reflected: “It is easy to instantly get an overall idea of the content just looking briefly at the Table of contents”.



When asked about the possible real input for their own work practice, the answers were positive overall. The participants claimed that the content and similar concept of activities was known to them, but it seems useful to them to constantly work on migrants’ independent inclusion and activation.



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The chapter Labour market inclusion was evaluated very well, all participants stating they agree/strongly agree with the statement. Participants thought the activities are structured and tailored well to the needs of beneficiaries and all 6 of them highly appreciated the focus on **developing and raising awareness of soft skills** and self-presentation skills as they reflected that migrants often lack that and are not very accustomed to thinking about their soft skills.

Concerning Activity II, *Job search simulation*, professionals working with Ukrainian migrants stressed that the common pattern for them is to find a job not through an advert or employment office but through informal social/personal networks. All highly praised Activity V, *Roleplay*, as they considered it engaging and tried the activity themselves. As one claimed: “Situational activities like this are very useful tools for learning and this really helps to think about one’s attitudes.” Participants also considered the activities handouts very useful as participants can take them home later and review the skills, goals etc. later. Concerning the activity VII on entrepreneurship, professionals reflected that in their practice they always try to support and motivate clients as much as possible and keep them informed.

Concerning all the Labour market inclusion module activities, all participants appreciated the **focus on fostering independence and independent decision-making**. The activities were evaluated as good exercises that can **boost self-confidence**.



The choice to include the Digital skills chapter was highly acclaimed by the professionals, as “it can be often taken as granted in Europe, but in their countries of origin electronic communication doesn’t necessarily have to be that common, as higher importance is paid to personal encounters”. All participants noted that the chapter is focused on low/skilled people with basic knowledge. Despite the fact that most of the participants didn’t have experience with many clients who would lack digital skills completely, they appreciated that the module focuses on the beginners’ level, as there is lack of materials for them. One pointed out that the activities will be definitely useful for senior migrants she works with and who are often overlooked concerning activities offered.



The content of Building bridges chapter was evaluated well, majority of participants mentioned the necessity of knowledge of the local language in the CR and appreciated the content of Activity I and II because many foreigners don't have the opportunity to attend a course or their course only has a small time allowance and thus it's key to study and practice individually outside class. It was noted, that building social relationships and taking part in community activities can seem not as a high priority for the migrants and this therefore important to motivate them and support to get involved with respect to their interests and hobbies (Activity III). One participant noted that communities of compatriots don't necessarily need to be important for migrants, as Activity III is suggesting.



Participants evaluated the Building bridges chapter content useful as it:

- The activities help to realisation of one's own identity;
- Supports the learners to create their own social networks;
- Touches important theoretical issues such as activation and independent/decision making;
- Activities in the chapter would help migrants to feel that they have life and not only survive.



Conclusion

This pilot testing report provided a summary of feedback from both target groups of the COTW projects: professionals working with migrants and migrants themselves. The purpose of the pilot survey was to test the content, put it in practice and discuss the IHP content related to the participants' professional/life experience.

Both migrants and professionals involved in the testing gave positive feedback and were satisfied with the content of the IHP at the end of the field-testing meetings.

Professionals rated all three modules as worthy in their practice, praising the Labour market inclusion module as a theme that they deal with a lot and the activities are much needed. All modules, as one of the professional participants articulated, "...support self-confidence, open-mindedness, and thus successful integration". Another participant evaluated the activities in the IHP as "engaging, fun, interactive and positive". Professionals also noted that **the IHP activities provide long-term solutions**, as migrants' support can sometimes offer not very sustainable short-term solutions. "I would say the whole handbook is positive in the approach that it supports the migrants to be independent, I think it's really important to help them find out about things and not to teach them, that's what's (not only) adult education about."

Personal approach, activities are well designed to **arouse and inspire migrants' confidence**. Also, professionals appreciated examples of best practices in the Chapter IV or as part of other chapters.

Migrants appreciated and positively evaluated all three modules, considering Labour Market inclusion as most important for them as getting a job is important for them and especially in relation to covid-19 pandemic, when some people working in services industry lost their jobs.

It can be concluded, that based on the evaluation experience, the IHP:

- Has an impact on professional development;
- Provides increased subject knowledge (both migrants and professionals);
- Contributes to developing new skills;
- Provides out of the box approaches and methods;
- Responds well to professionals challenges they face in their everyday work
- Activities can cause increased motivation of migrants and promote their independence.



Annex II, Field Testing Pilot Report Italy – CESIE

Introduction

The following document details the circumstances and gathers feedback of the IHPs pilot testing with migrants and professionals in Italy, which has been implemented in Palermo between November and the beginning of December 2021 in the frame of the Erasmus+ KA2 project “Citizen of the World”.

Background

The pilot of the International Handbook for Professionals working with migrants (IHP) in Italy has been implemented in a two-step process, including migrants in the first part and presenting and discussing the manual with professionals afterwards.

The pilot with migrant learners was implemented in a face-to-face workshop with four different encounters of three hours each at CESIE’s office and facilitated by two of CESIE’s facilitators, who were also capable of providing translation into English, French and Arabic. The group consisted in a total of seven migrants, five of whom completed the whole course. All these latter participants were male, three were between 18 and 24 years old and two of them were minors. Their countries of origin were Mali, Nigeria, Bangladesh and Tunisia and all of them had been in Italy for only three months.

The first encounter took place on the 18th of November and was dedicated to the testing of the first handbook chapter “Building Bridges”. During the workshop, participants got to know each other, discussed language learning and listened to a testimonial from a peer who had been living as well as discovered things to do around them, allowing them to get to know new places and people.

The second one, on November 24th, was the dedicated to digital skills, discussing their importance and transversality, the checklist from the handbook as well as the creation of email addresses and a euro pass profile for all participants.

The last two encounters on the 1st and 2nd December 2021, connected the chapters on digital skills and labour market inclusion. In the first one, the facilitators focused on soft skills, brainstorming concrete examples of such as well as emphasising the difference between soft and hard skills, thus enabling participants to identify their soft skills as well as which would be necessary for the professions, they wanted to work in. It further was



used to present what a curriculum is as well as to start the creation of their cv, which was finished in the last encounter. In the latter one, tips and tricks for cv creation and in job interviews were further discussed. At the end, participants evaluated the workshop and hence the activities of the IHP and received their participation certificates.

The second part of the IHP pilot in Palermo was dedicated to a Focus Group with professionals as well as the related feedback questionnaire. To inform professionals widely about the IHP, an invitation email has been sent to a total of 52 professionals (teacher, social workers, psychologists, intercultural mediators etc.) all over Italy containing the draft version of the handbook as well as an invitation to the focus group and/or to leave their feedback regarding the IHP through the digital feedback questionnaire. This mail was sent two weeks ahead of the focus group, to give them the necessary time to study the IHP carefully.

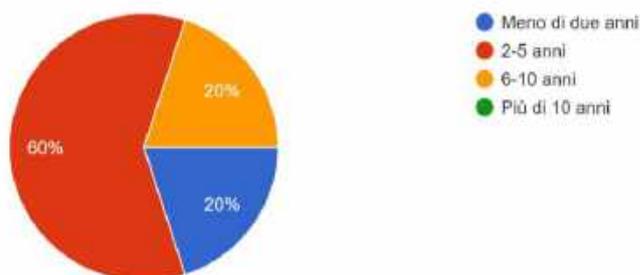
In order to allow for the participation of professionals in different parts of Italy, the focus group was held online on the 15th of December 2021. Unfortunately, only two people joined. However, the feedback questionnaire received a total of five answers from different professionals.

During the focus group, the COTW project and the IHP, its structure and contents, were presented and discussed with participants using Jamboard for visual support.

Out of the five respondents to the questionnaire, three were male and two were female. The participants to the focus group were two males. Individuals providing feedback to the IHP had the following professional background:

- Assistant trainer in implementing activities with young migrants;
- Project manager;
- Intercultural mediator;
- Project manager in European projects dealing with social inclusion and education of disadvantaged groups, including migrants, asylum seekers and people with other forms of protection;
- Peer orientator and Cultural Linguistic Mediator.

Their countries of origin were Nepal, Cameroon, France, the Netherlands and Guinea Conakry. In our opinion, it is of high importance to involve local professionals with a migration background themselves, because this group of people can provide more comprehensive feedback than a local professional alone. However, it is unfortunate that none of the Italian professionals contacted via email was able to leave their feedback to the created resources. One of the participating professionals was 23 years old, while the rest was between 25 and 35 years old. Their working experience in the field of migration is depicted in the following graph.



One had been working in the field for 6-10 years, while one other participant had worked with migrants for less than a year and the remaining three were working with them for between 2 and 5 years.

Invito al Focus Group riguardo il manuale COTW per professionisti nell'ambito della migrazione

Paula Luise Goltzsche - CESE - paula.goltzsche@cese.org
A: paula.goltzsche@cese.org Copia nascosta: lopiccolo.70@libero.it; e altri 51
Report: Rispondi a tutti, Inoltre, Elimina

30/11/2021 12:55

1 allegato - Vede: Cronica

Suoi giorni sono Paula del CESE e come tanti di voi già sanno lavoro all'interno dell'unità Migrazioni che si occupa di dinamiche e problematiche relative al fenomeno migratorio.

Vi scrivo perché mi piacerebbe coinvolgermi nell'ambito di un progetto europeo chiamato **Citizen of the World**, iniziativa attraverso la quale si propongono un manuale per facilitare il lavoro di diverse professioni che lavorano con persone con background migratorio. Per saperne di più sul progetto, potete scrivere a me oppure visitare questa pagina web: <https://www.cotw.eu/en/usa/>

Nello specifico, vi invito per sapere se vi andasse di partecipare a una discussione di gruppo durante la quale si piacerebbe analizzare l'utilità pratica del manuale creato nel vostro ambito lavorativo. Il manuale è focalizzato su tre macro-temi: ovvero il contatto con la società locale, le competenze digitali e l'inclusione lavorativa della popolazione immigrata. Potete trovare il **manuale in allegato**.

Le informazioni che riceveremo verranno in seguito elaborate e utilizzate per migliorare il manuale che dopo sarà anche la base per lo sviluppo di una piattaforma online. L'incontro durerà circa 60 minuti e si svolgerà il **13 dicembre dalle 15 alle 16 online** (il link via lo stesso questionario e se confermerete).

Vi chiedo, quindi, se gentilmente potete rispondermi confermando il vostro interesse a partecipare ed, eventualmente, la vostra disponibilità rispetto al giorno e all'ora **entro giovedì 9 dicembre**.

Per chi non potrà partecipare, ma è interessato a **lasciare il proprio feedback sul manuale**, c'è anche il questionario online al link: <https://forms.gle/gvswuW881Y5ut38>.

Nel ringraziarvi per il tempo dedicato alla lettura di questa email, vi auguro una buona settimana.

Cari saluti
Paula

Paula Goltzsche
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Tel. +39 091 6184224 - Fax: +39 091 5940216

The feedbacks from the piloting efforts with both groups will be discussed in the following part.

Feedback from the pilot with migrant learners

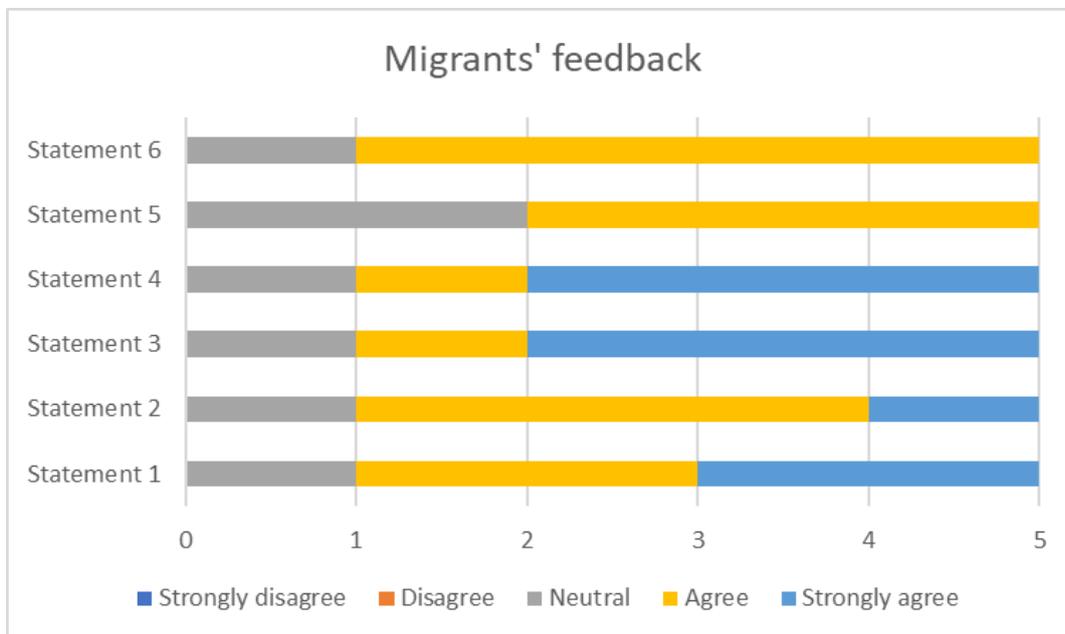
In order to evaluate their experience during the IHP pilot workshop, migrants were asked to give feedback regarding the following items:

1. The presented contents and activities were useful for me.
2. During the activities I knew what I was supposed to do.
3. The time allocated for each activity was adequate.
4. The available resources and materials were relevant and sufficient for the implementation of the module



5. The activities were clearly structure and easily understandable.
6. The things I have learned are useful for my life.

Their level of agreeance regarding these six statements is depicted in the graph below.



As can be seen above, all of the statements received either positive or neutral feedback. The items on adequate time availability and the quality of materials received the most positive feedback with an average of 4.4 (out of 5).

When asked what they had learned, participants listed the following:

- How to create a cv/ How to use euro pass for cv creation;
- How to use a computer;
- How to search for information online;
- What soft skills and professional skills are;
- What to consider when you want to find work.

Furthermore, with regards to what they liked most about the pilot workshop, they stated the following:

- Working in group/ working with people from different countries;
- Activities' level of difficulty which was great;
- The facilitators/ their "fun" approach and availability;
- The group as a whole;
- Learning a lot of things/ getting new information.



They did not indicate anything that they thought should be changed or improved about the activities from the IHP.7

Finally, one participant summed up his experience during the pilot workshop writing “Thank you to everybody, working together in this way we will have success!”.

Feedback from the pilot with professionals working with migrants

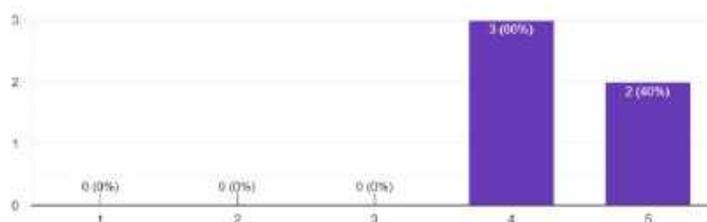
With regards to the focus group, professionals specifically underlined the usefulness of the chapter on digital competences. While such resources on these very important transversal skills are oftentimes targeted at intermediary users who already have a basic understanding of the computer and the internet, the IHP provides very basic materials that can be used with people without previous knowledge on working with the computer as well as illiterates. This was perceived as highly useful and practical. However, they also stated that it could be useful to give further indications on where to find materials for the digital skill development of more advanced/ intermediate users.

In terms of what could be improved, during the focus group it was underlined that the whole IHP shall be translated not only into the three partner languages (Italian, Swedish and Czech), but possibly also into French and Arabic, in order to make it more accessible for other professionals and migrants. One participant further proposed a change in the structure of the IHP, putting the chapter on digital skills as a first chapter.

The digital feedback questionnaire provided further feedback depicted below. On a scale from 1 – strongly disagree to 5 – strongly agree, participating professionals evaluated the items contained in the feedback questionnaire in the following way.

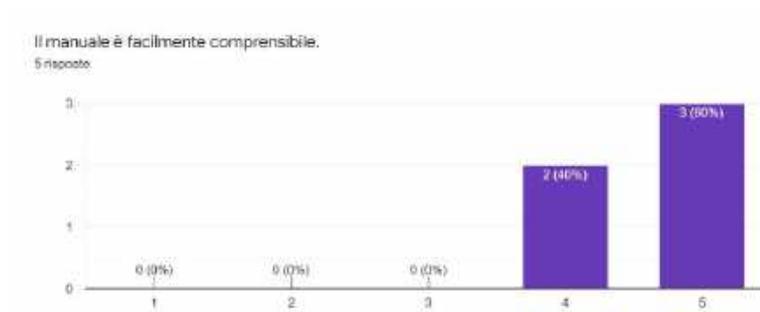
“The handbook is clearly structured.”

Il manuale è strutturato in modo chiaro.
5 risposte





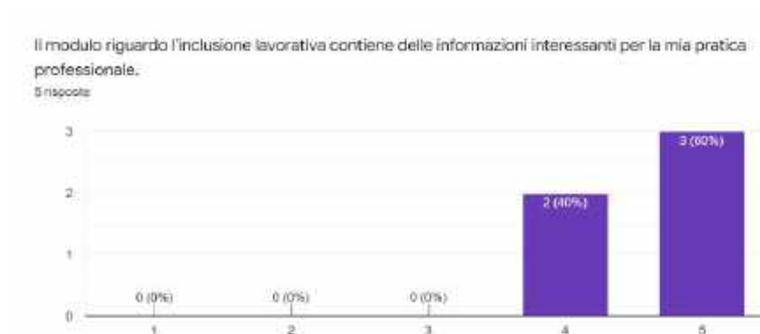
“The handbook is easy to understand.”



“The handbook provides an added value for my professional practice.”



“The module on labour market inclusion contains information that is relevant to my professional practice.”



“The module on labour market inclusion contains activities that are adequate to the needs of the people I work with.”



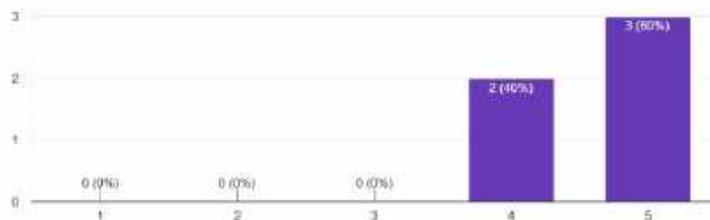
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Il modulo riguardo l'inclusione lavorativa contiene attività che sono adeguate ai bisogni delle persone con cui lavoro.

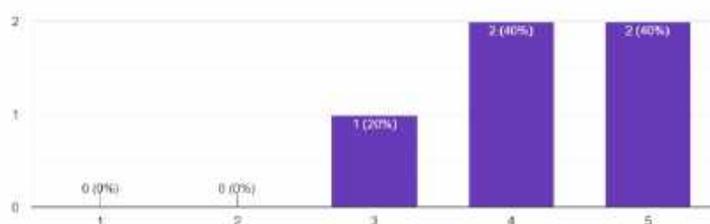
5 risposte



“The module on digital competences contains information relevant to my professional practice.”

Il modulo riguardo le competenze digitali contiene delle informazioni interessanti per la mia pratica professionale.

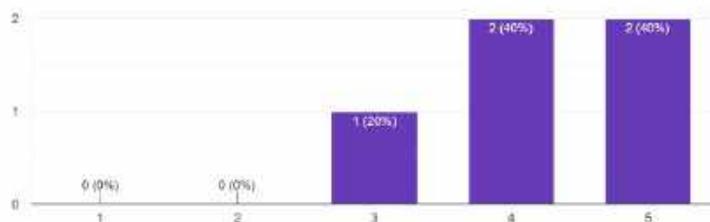
5 risposte



“The module on digital competences contains activities adequate to the needs of the people I work with.”

Il modulo riguardo le competenze digitali contiene attività che sono adeguate ai bisogni delle persone con cui lavoro.

5 risposte



“The module on community engagement contains information relevant to my professional practice.”



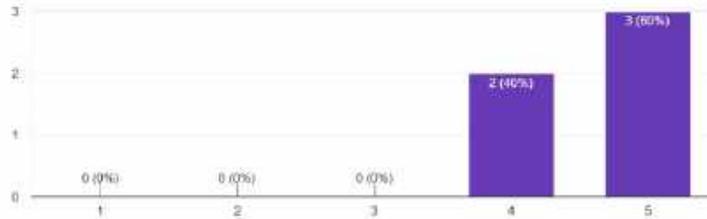
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Il modulo riguardo lo scambio con la comunità locale contiene delle informazioni interessanti per la mia pratica professionale.

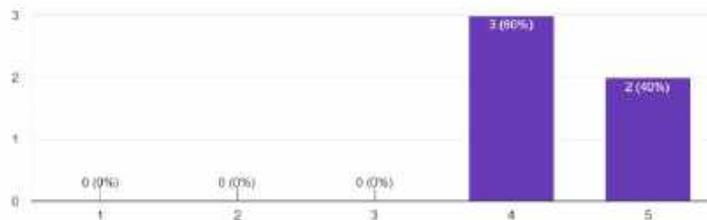
5 risposte



“The module on community engagement contains activities adequate to the needs of the people I work with.”

Il modulo riguardo lo scambio con la comunità locale contiene attività che sono adeguate ai bisogni delle persone con cui lavoro.

5 risposte



Generally, it can be stated generally that neither item received negative evaluations, as all responses ranked only from 3 to 5.

In terms of added value to their professional practice provided by the contents of the IHP, respondents stated the following:

- Best Practices - Examples of activities - Resources and organisations that we can contact;
- Very useful to work with young people, there are many tools you could use;
- General overview of the migration situation;
- Concrete skills and competences to put into practice when assisting people in search of existence;
- Clear examples and useful activities;
- Activities from the Labour market inclusion chapter to be used for work orientation;
- Digital skills chapter;
- Job search/transversal skills with related activities.

These responses underline the idea of the IHP being a practical and useful tool for professionals to provide better support to the users they work with.



Conclusion

As has been describe in this pilot report, the testing of the IHP in Italy was successful and had an overall positive outcome. Both, participating migrants and professionals perceived the handbook and the contained activities as interesting, enriching for their private life and/or professional practice and hence emphasised its practical use.

In terms of what could still be improved, the following points should be taken into consideration:

- Possible restructuring of the IHP with the chapter regarding digital skills as the first one;
- Translation of the IHP into Italian, Czech and Swedish, but also into French and Arabic if possible;
- Provision of further links to materials for more advanced/intermediate users in the digital skills chapter;
- Possible adaption of language in the activities so as to make them more suitable and easily understandable for users with low language skills.



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Annex III, Field Testing Pilot Report Sweden – Vetlanda Lärcentrum

Introduction

This report is based on the results of the pilot testing and evaluation conducted in Vetlanda between November 2021 and January 2022. The pilot testing was a part of the of the Citizen of the world project's intellectual output 1 (IO1) within the Erasmus+ KA2 programme. The outcome of IO1 is an international handbook for professionals to empowering marginalized migrants (IHP). The content of the IHP was developed by the consortium and lather pilot tested in all three partner countries to get an overall picture of the content and if changes should be made before we completed the final version of the IHP.

Background

The pilot of the International Handbook for Professionals working with migrants (IHP) in Sweden has been implemented in a two-step process, including migrants in the first part and presenting and discussing the manual with professionals afterwards.

The pilot with migrant learners was implemented in a face-to-face workshop on two occasions which lasted for about two hours and facilitated by the project coordinator. The two groups consisted in total of eleven migrants, nine women and two men between 25-50 years old. Their country of origin where Afghanistan, Thailand, Syria, Iraq and Germany. Since the language level differed greatly, the exercises were carried out at a slow pace where the individuals had the opportunity to help each other and ask questions.

The first pilot testing focused on the chapter Labour market inclusion and the first step was to introduce themselves to each other and get to know each other a little closer. Later we discussed the difficulties to enter the Swedish labour market and what they themselves can do to approach a job. During the workshop, we also discussed their goals and what it takes to achieve them.

During the first session the IHP was introduced, both the structure and the methodology. We also discussed EU, which countries are included and what the EU stands for. They were also told that the project Citizens of the World is funded by Erasmus+.



The second occasion of pilot testing was dedicated to Building Bridges, discussing their direct environment and various organizations, sports clubs, theatre, dance and more where they can participate and get to know and interact with new people.

In both sessions the chapter Digital Skills was discussed. Since the school is already working with the activities contained in the handbook, the benefits of the different exercises were discussed and how they themselves experience this in their teaching. They appreciate the evaluation models and image support and mentioned that this can also be a help for those who are more advanced learners.

The second part of the IHP pilot in Vetlanda was dedicated to professionals working with migrants (teachers, coaches, social workers etcetera). An evaluation questionnaire was sent by email to 20 professionals containing the draft version of the handbook. The purpose was to get information and feedback from them regarding the content and the modules in the IHP. The email was sent the 13th of January and they had two weeks to respond to give them the necessary time to study the IHP carefully. Six of them answered the evaluation questionnaires.

Out of six respondents five were female and one was male. The professions represented in the answers were: teachers, guidance counsellor, special educator and integration administrator. Of the participating professionals one was between 25-35 years old, five between 36-50 years old and one above 50 years. All of them have long working experience in the field of migration. Only one marked 1-2 years, others marked over 10 years' experience.

Once they had answered the evaluation form, they had a personal meeting by phone where the facilitator could ask follow-up questions and discuss the IHP more closely.

Evaluation - migrant group

The migrant group were asked to fill in an evaluation questionnaire after the session. The following questions were asked:

1. The presented contents and activities were useful for me.
2. During the activities I knew what I was supposed to do.
3. The time allocated for each activity was adequate.
4. The available resources and materials were relevant and sufficient for the implementation of the module.
5. The activities were clearly structure and easily understandable.
6. The things I have learned are useful for my life.



As several individuals had difficulty understanding the questions, we used Google translate and each other. The results are presented in the graph below

Questions	1	2	3	4	5
Statement 1				3	8
Statement 2				2	9
Statement 3				3	8
Statement 4					11
Statement 5					11
Statement 6				1	10

The migrant group were overall very positive to the activities, and they ranged all the statements high 4-5.

The presented contents and activities were useful for me- They all found it useful, and they could connect to the exercises since they daily struggles with difficulties enter the Swedish society and the Swedish labour market.

During the activities I knew what I was supposed to do- Because of the wide range of language level some of the migrants needed more time and explanations to understand the instructions.

The time allocated for each activity was adequate - 8 of the migrants strongly agreed, 3 of them marked a 4 and again because of the language difficulties they might have needed more time.

The activities were clearly structure and easily understandable- All of the migrants strongly agreed.

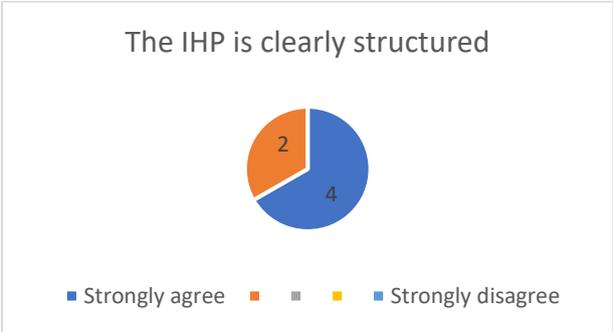
The things I have learned are useful for my life – 10 of the migrants marked strongly agreed. 1 marked a 4. They said: “ I know how important the language is to reach my goals”, “I know my strengths and also what I need to develop”, “I know how to search for a job”.

Furthermore, they mentioned that they had received a lot of new information and that working with the group had been a great opportunity to learn new Swedish words. They also found that the set-up of the activities was fun. Further they said that they had gained a greater understanding of EU.

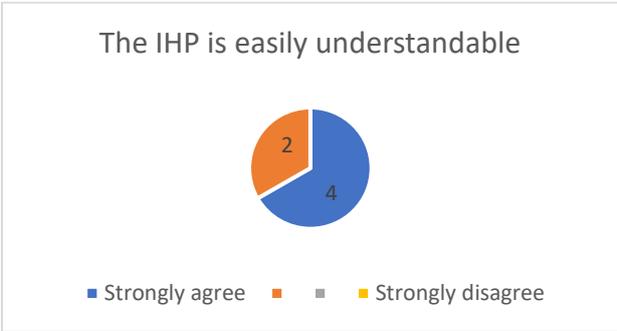
Evaluation - professionals

The digital answers with regards to the evaluation questionnaire are compiled below:

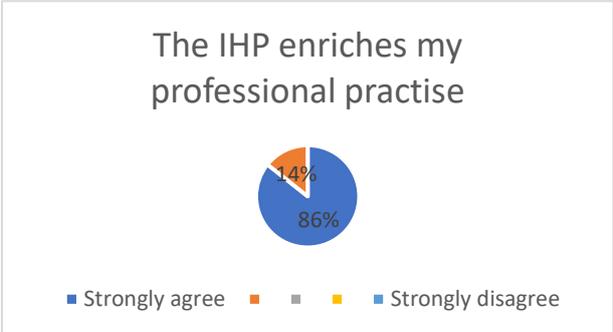
1.



2.

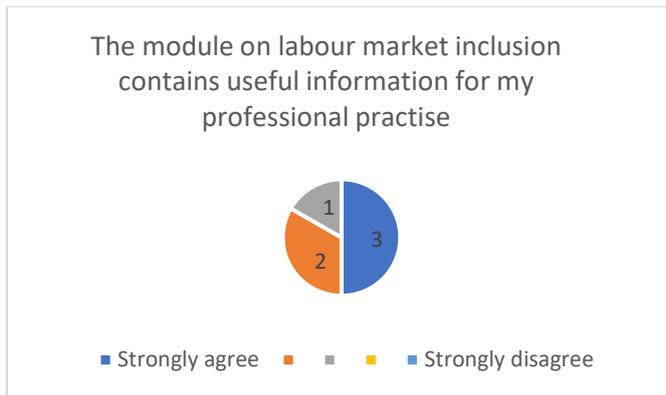


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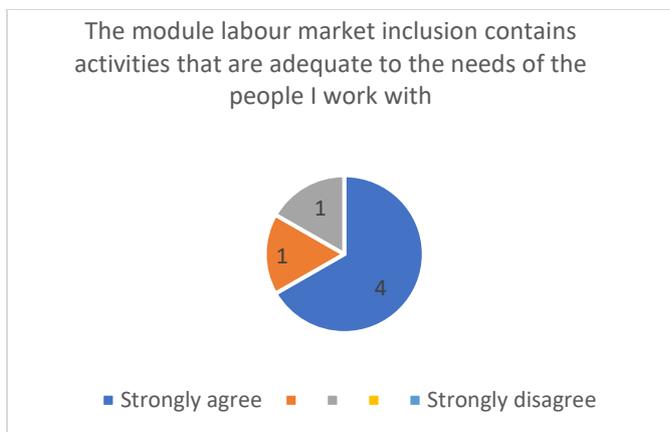




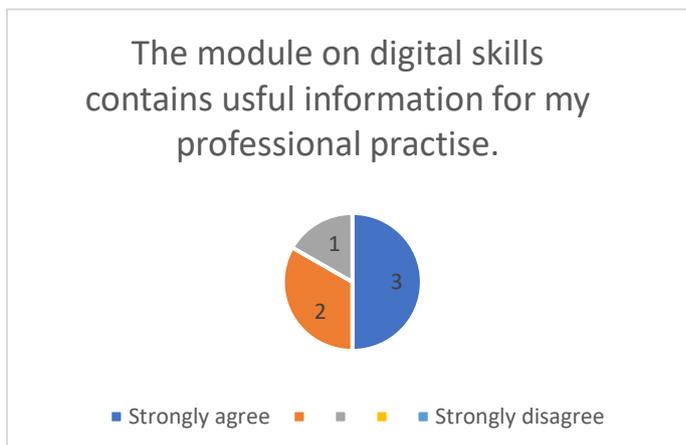
4.



5.



6.

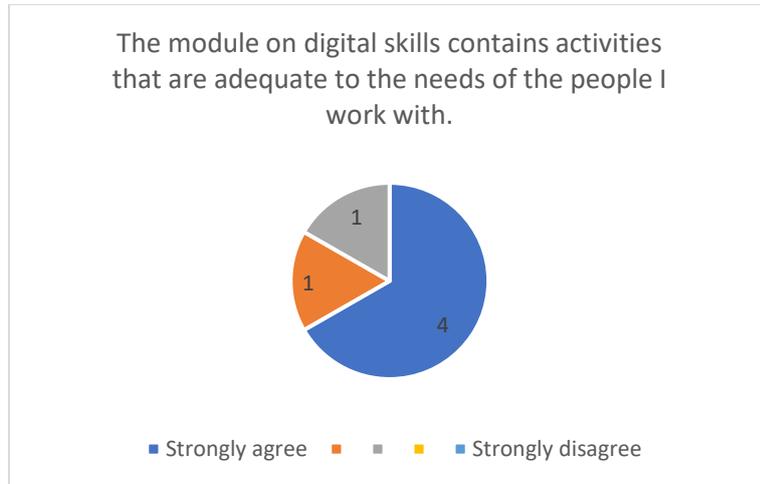


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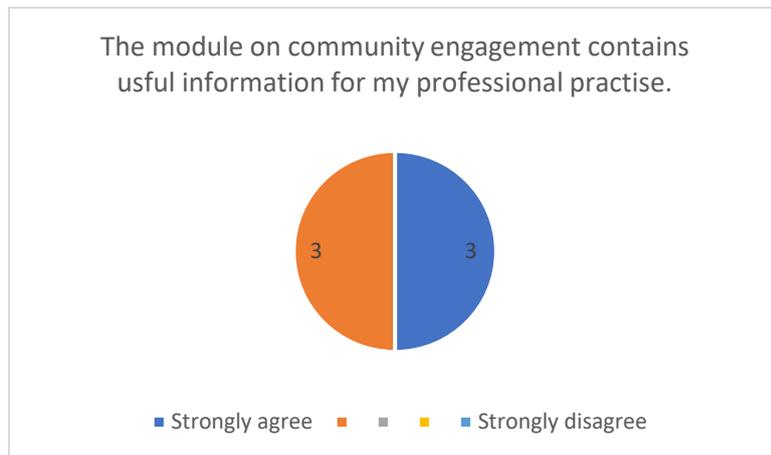
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7.



8.



Most of the professionals were satisfied with the content and structure of the IHP. They also found the IHP modules relevant and important where it is easy to find different exercises in the different areas. The professionals who work with migrants in our area often meet individuals without school background and who have great difficulty getting into Swedish society. They considered that some of the exercises were difficult for that target group but also considered that it is possible to adapt to the individual's level with, for example, image support or language support.

Quotes from professionals:

“Interesting reading and good with concrete exercises and examples.”

“In Sweden we have come a long way in terms of giving students digital skills, but we are not as good at making them familiar with the labour market and how to search for jobs”



“Interesting and inspiring good examples and best practises”

“Our working methods in our organizations do not make it possible to work with, for example, food classes, mothers and children. It would be fun and edifying to try that approach”

“As the handbook is international, we get new perspectives on areas we didn't have before”

Conclusion

The pilot sessions in Sweden conclude that both professionals and the migrant group found the content enriching and useful. Further they meant that the IHP had a clear structure and ease of use. The professionals claims that the IHP can be a useful support, with new ideas when working with the migrant group and that the IHP brings new perspectives on areas they didn't experience before.

They also found areas of improvement:

- Some of the exercises might be too difficult for illiterates with no school background. At the same time, they highlighted the possibilities of simplifying the exercises with picture support and language support.



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Annex IV - Module Evaluation Questionnaire for participating professionals

COTW Pilot IHP: Module Evaluation Questionnaire for participating migrants

Please mark your gender: male female

How old are you? 18-24 years 25-35 years 36-50 years over 50 years

Please enter your country of origin: _____

Please, answer the following questions on a scale from 1 ("strongly disagree") to 5 ("strongly agree").

1. The presented contents and activities were useful for me.

1	2	3	4	5
---	---	---	---	---

2. During the activities I knew what I was supposed to do.

1	2	3	4	5
---	---	---	---	---

3. The time allocated for each activity was adequate.

1	2	3	4	5
---	---	---	---	---

4. The available resources and materials were relevant and sufficient for the implementation of the module

1	2	3	4	5
---	---	---	---	---

5. The activities were clearly structure and easily understandable.

1	2	3	4	5
---	---	---	---	---

6. The things I have learned are useful for my life.



1	2	3	4	5
---	---	---	---	---

7. Please mention three things that you have learned:

- _____
- _____
- _____

8. Please mention three things you liked about the module and its activities:

- _____
- _____
- _____

9. Is there anything about this module that could be improved?

Lastly, please add any other comments regarding the module you participated in:



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Annex V - Module Evaluation Questionnaire for participating professionals

COTW Pilot IHP: Module Evaluation Questionnaire for participating professionals

Please mark your gender: male female

How old are you? 18-24 years 25-35 years 36-50 years over 50 years

How long have you been working with migrants/people with migration background?
< 2 years 2-5 years 6-10 years over 10 years

Please enter your country of origin: _____

Please, answer the following questions on a scale from 1 ("strongly disagree") to 5 ("strongly agree").

1. The IHP is clearly structured.

1	2	3	4	5
---	---	---	---	---

2. The IHP is easily understandable.

1	2	3	4	5
---	---	---	---	---

3. The IHP enriches my professional practice.

1	2	3	4	5
---	---	---	---	---

4. The module on labour market inclusion contains useful information for my professional practice.



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1	2	3	4	5
---	---	---	---	---

5. The module on labour market inclusion contains activities that are adequate to the needs of the people I work with.

1	2	3	4	5
---	---	---	---	---

6. The module on digital skills contains useful information for my professional practice.

1	2	3	4	5
---	---	---	---	---

7. The module on digital skills contains activities that are adequate to the needs of the people I work with.

1	2	3	4	5
---	---	---	---	---

8. The module on community engagement contains useful information for my professional practice.

1	2	3	4	5
---	---	---	---	---

9. The module on community engagement contains activities that are adequate to the needs of the people I work with.

1	2	3	4	5
---	---	---	---	---

10. Please indicate three ways in which the IHP provides an added value to your professional practice, if any:

- _____

- _____

- _____



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Discussion questions for the focus group:

In your opinion, is the IHP a useful instrument? If yes/no, why/why not?

Is there anything about the IHP that could be improved?

What in the IHP is most useful to the people you work with in your opinion?

Lastly, please add any other comments regarding the module you participated in:



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