



Facilitating integration of newly arrived immigrants into labour market through adapted vocational/ labour market guidance



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Project number: 2021-1-SE01-KA220-VET-000033215

PR4. Validating the Toolkit and Training Materials

CONSOLIDATED REPORT OF THE VET4NAI PILOTING

November 2024

EFFEBI Association

EXECUTIVE SUMMARY

During the implementation process of the VET4NAI project, an activity of great significance has been the organization and facilitation of the VET4NAI piloting and validation activities, in the framework of PR4 – “Validating the toolkit and training materials”.

The piloting activities have been implemented in order for the partnership to collect feedback from the project target group, such as newly arrived immigrants and professional’s expert in labour market integration. In this way, the training modules and the digital toolkit developed under the VET4NAI project can be updated and improved, so that they can better fit the needs of the beneficiaries and foster an effective integration of newly arrived migrants in the hosting countries.

In this context, national piloting sessions were organized and conducted in the partner countries, meaning Sweden, Italy, France and Greece. According to the requirements of the application form, the piloting process involved not only the testing of the training modules developed under PR3, emphasizing the presentation of the training modules and their contents, but also the digital toolkit developed within PR2, emphasizing the project educational platform, and the way the content is embedded and accessible from there.

In **Sweden**, the VET4NAI toolkit was piloted by conducting online interviews with seven coaches who work closely with newly arrived immigrants. The piloting included the Vet4Nai handbook, the digital quiz, and the card game—all designed to equip counselors with tools to better guide immigrants in their journey to find employment.

The coaches found the toolkit practical and easy to use. They particularly appreciated the digital quiz and card game, as these interactive elements helped engage clients in a more hands-on way. The handbook provided valuable structure and insights, especially in the areas of motivation and building support networks. However, some challenges were noted, especially with language and digital literacy, suggesting the need for simplified language and additional multimedia resources.

Overall, this pilot highlighted the potential of the Toolkit to have a positive impact on counselors’ work. With a few adjustments, like added language support and more interactive features, it could be even more effective.

In **Italy**, the piloting was held between October and November 2024. It was divided in two sessions, the first one held on 9th october and the second one held on 6th november. The first session hosted 3 participants, while the second hosted 2 people. Both sessions followed the same structure: first, participants were given the training materials and were shown the digital materials created throughout the Vet4Nai project. In the second place, participants were asked to test the materials with newly arrived migrants.

Overall, the contents presented during the piloting received a satisfying evaluation, although some aspects can be improved. As for the training materials contained in the Handbook (PR3), they all received positive and very positive evaluations, thus confirming their quality and usefulness for integrating newly arrived migrants in the labour market.

As for the digital platform of the Vet4Nai project (PR2), it has been considered effective, exception made for the graphic/ visual way in which the contents are presented, which - according to participants' assessment - could be more attractive. This would help stimulate trainees' interest in accessing and going through the project materials, thus also enhancing reaching the intended learning goals, as well as the project objective of effectively integrating migrants in the labour market of the hosting country.

The VET4NAI pilot course in **Greece** was conducted as an online session, engaging seven participants from diverse professional backgrounds, including educators, counselors, managers, and psychosocial professionals. The training focused on introducing the key components of the VET4NAI toolkit—the handbook, digital quiz, and card game—and exploring their practical application in supporting newly arrived immigrants.

Participants actively engaged in the session, providing valuable feedback on the toolkit usability and relevance. The satisfaction survey results highlighted a high level of satisfaction, with participants finding the training engaging and effective. All participants agreed that the course met their expectations and provided practical tools for their professional contexts. Most stated they would recommend the training to peers, noting the potential of the toolkit in vocational guidance.

Minor challenges were encountered, such as coordinating schedules and some technical difficulties with the online platform. Participants suggested enhancing the platform interactivity and simplifying its instructions for ease of use. Key recommendations for future adoption include incorporating more live interactive elements and providing additional technical support.

In **France**, the toolkit and training materials were tested with 10 immigrants looking to enter the labour market. Results were mainly positive on the use of the materials and efficiency of the training, especially when it came to the card game issued from the Guidance toolkit. We could also involve: 4 professional guidance counselors, 1 french foreign language teacher, 1 migrant mediator. All participants enjoyed it and found it helpful. It is however necessary to have a specific session/training to get familiar with all the materials, getting to know the structure and content of the cards, as counsellors found it very difficult to take advantage of them during a guidance session with NAIs when they were not comfortable with what was on the cards, how to classified them for fluent use etc. That's why FISPE decided to organise some activities of getting to know the cards better before using them. These activities will

be included in the handbook. The pilot was organised during the period of July to November 2024. Each training and testing session lasts for 2h.

Overall, the pilot course successfully demonstrated the effectiveness of the VET4NAI toolkit in facilitating vocational integration for newly arrived immigrants.

ORGANISATION AND STRUCTURE OF THE PILOTING

In **Sweden**, the piloting of the VET4NAI toolkit was organized as a series of structured online interviews with seven vocational coaches. Each session introduced the toolkit components – i.e. the handbook, the digital quiz, and the card game—and explored how these tools could be applied in real-world counseling scenarios. Coaches were guided through each resource, provided feedback on usability and relevance, and discussed potential improvements to enhance support for newly arrived immigrants seeking employment. Thus, the pilot was implemented entirely online, with individual interview sessions conducted over video conferencing in September and October 2024.

To recruit participants for the piloting phase of the VET4NAI toolkit in Sweden, Trib Tab reached out through its professional networks, focusing on coaches with experience in vocational guidance for newly arrived immigrants. They also connected with relevant organizations by using online channels, including email invitations and social media groups dedicated to career counselors and migrant support services, to reach potential participants. The piloting phase included seven participants, predominantly women with backgrounds in career guidance, providing valuable insights into the VET4NAI toolkit.

The VET4NAI piloting course in Sweden was conducted through a combination of three individual online sessions and one group session. One session was indeed conducted through an online meeting, where multiple participants joined simultaneously. This group format allowed participants to discuss their initial impressions collaboratively, ask questions, and share insights with each other, creating a dynamic exchange of ideas. On the other side, the one-to-one sessions allowed for personalized engagement with each participant as well as a collaborative discussion among all participants.

The platform tools, including breakout rooms and chat, were used to facilitate individual and group discussions. This approach was effective, as it allowed for seamless interaction with materials, and participants could ask questions and provide feedback in real-time. Overall, the platform was easy to work with and supported a smooth training experience. Both individual sessions and the group session ran without technical issues, and participants were able to engage fully with the toolkit materials.

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Participants came from two organisations: CESAR (3 people) and CRES (2 people). Having already involved these organisations in the previous project phases, EFFEBI was already in contact with them and, therefore, contacted them directly for proposing them to participate in the piloting. 4 participants were female and only 1 was male. The age range varies widely, as well as their occupations. Nevertheless, it can be assured that all of them are experts in the integration of migrants in the local society. The participants coming from CESAR are especially experts in integrating migrants in the agriculture field, which is the field in which EFFEBI focused the most when developing the project contents.

The project platform was used to present participants the PR2 digital materials and the PR3 modules. Being the sessions online, EFFEBI shared the screen during the meeting to show participants the platform and its functionalities. In the second phase of the piloting, when participants autonomously tested the resources by themselves with migrants, the platform was used as self-learners.

In **Greece**, the piloting of the VET4NAI toolkit was conducted as a structured online session with seven participants from diverse professional backgrounds, including educators, vocational coaches, managers, and psychosocial professionals. The session introduced the toolkit key components – i.e. the handbook, the digital quiz and the card game - and explored their application in various counseling and support contexts. Participants provided feedback on the usability and relevance of each tool, sharing insights based on their unique perspectives, and offered suggestions for improvements to better support newly arrived immigrants in their integration journey.

Dimitra engaged participants for the pilot course through their established network of organizations, reaching out via initial calls followed by follow-up emails to confirm participation. This approach ensured a diverse group of participants with varying professional backgrounds and experiences.

The training was conducted online to maximize accessibility, and while the course largely adhered to its original structure, minor adjustments were made to the schedule to accommodate participants' availability. Local partners played a key role in supporting the implementation, offering feedback and helping to adapt the training to better meet the needs of the target group. This collaborative effort contributed to a more effective and engaging pilot course.

The pilot course participants were between 24 and 30 years old, with a balanced gender distribution: 3 men and 4 women. Their professional backgrounds included 2 counselors, 2 educators, 2 managers, and 1 psychologist. The charts above illustrate the gender distribution and professional roles of the participants.

The online platform served as the central hub for the pilot session, providing participants with access to the VET4NAI toolkit components, including the handbook, the digital quiz and the card game. Participants could navigate through these resources, interact with the digital tools and complete exercises in real-time. The platform proved to be user-friendly and efficient for delivering the session. It allowed seamless sharing of materials and facilitated interactive discussions. Overall, the online approach was effective, enabling participants to engage actively with the toolkit despite the remote format.

In France, the testing was organised as follows:

FISPE had one testing session with two of their former French language students at FISPE offices after printing the first set of cards, the week after the LTTA in Greece. The project manager and the director of FISPE, who is also a foreign language teacher, hosted the training and were assisted by two interns also trained in foreign language training, especially for professional aims. Then, one training session and one testing session- toolkit (cards) and platform : of local professional guidance counselors from a partner structure called Projets 19. One professional guidance counselor from a local partner Projets 19 who attended the LTTA in Greece, then also tested the Guidance toolkit with 1 newly-arrived immigrant. He also mobilised 3 of his colleagues who attended the training that took place in their office (Projet 19).

FISPE also hosted a session of testing of the handbook with French with professional aims teacher and 7 migrants, as well as one session of testing of the platform with the director of Fispes testing with a migrant.

FISPE disseminated the training course through emails, phone calls to partners and through our local associative network. The counselors involved were recruited among their local professional support partners working with immigrants. They mainly recruited participants from the target group among their own language students, especially the ones training in the professional-aims course. FISPE also participated in a Job fair ("Forum pour l'Emploi" in the 18th district of Paris), demonstrating the cards and aiming to recruit participants, specifically from local professional support structures (France Travail-French public job agency, Mission locale-Public structure working on the integration of young people, EPEC, etc.)

The tests started in July 2024 with trying out the Guidance toolkit with two of our former French language students at FISPE offices, asking them questions in English which they could not understand and them responding in their native language which trainers couldn't understand, using only the images to understand their background, skills and what they were aiming for to therefore develop together their short and

long-term professional career goals. FISPE designed for them a fictive professional pathway including training to follow and potential career evolution, also using tools from the training handbook.

Jacob Ninan, one professional guidance counselor from our local partner Projets 19 who attended the LTTA in Greece also tested the Guidance toolkit with a newly-arrived immigrant on the 18th of October 2024. FISPE also worked with 3 of his colleagues working on professional guidance from Projets 19 as well after the LTTA, showing and explaining to them the structure of the toolkit cards on the 17th of July 2024. FISPE used simple educational methods such as games of association and memories for them to understand and memorize the content of the cards more easily, so that they would be able to use them with the target group. The session ended with role-plays in groups, where they were using the cards to find an adapted professional path for fictive immigrants looking to integrate the labour market, the same way we did during the LTTA and according to the Training handbook developed during the project.

Lastly, FISPE tested the training handbook with 7 of their students following their professional-aimed French language course on the 22nd of November 2024. The training session was hosted by a French language trainer, who implemented the Case management Module using the SWOT exercise to identify the strengths, weaknesses, opportunities and threats each student could face or take advantage of when looking for a job and integrating the labour market, and try to adapt their professional goals adequately.

Overall, the participants involved were:

From the target group of newly-arrived immigrants: 8 NAIs - 6 women and 2 men (7 students from FISPE's professional-aimed French language class and 1 NAI supported by Projets 19 in their professional integration process). Then, 2 immigrant women, one is FISPE's social and cultural mediator (Aïcha Keroui) and the other is a former student seeking labour market guidance. For the target group of trainers and guidance counsellors: 4 counsellors from Projets 19 - one tried the cards to guide someone, the others just learnt the structure and content of the toolkit and how to use it, but were not able to test it with their public yet.

RESULTS AND EVALUATION

The VET4NAI pilot course in **Sweden** ran successfully, with all seven participants

completing the training. Coaches found the toolkit valuable and easy to integrate into their work with newly arrived immigrants. A key highlight was the interactive nature of the toolkit, which participants felt would effectively engage clients. Feedback emphasized the need for simplified language options and additional multimedia resources to support clients with varying language and digital literacy levels. Overall, the pilot demonstrated the toolkit's strong potential to enhance vocational guidance for immigrant integration.

Feedback from the satisfaction survey was overwhelmingly positive. Participants found the VET4NAI toolkit to be a practical and engaging resource for working with newly arrived immigrants. Many noted that the handbook, digital quiz, and card game were easy to use and felt like a great fit for guiding clients through the complexities of the job market.

Coaches shared that the toolkit's interactive elements—like the quiz and card game—made learning more enjoyable and helped them better connect with clients, especially those who may struggle with traditional guidance methods. They saw real potential for the toolkit to make their sessions more effective and to inspire confidence in their clients.

Everyone said they would recommend the VET4NAI toolkit to other counselors in the field. Some participants suggested that adding simpler language options and a few multimedia resources would help make the toolkit accessible to clients with limited language or digital skills, allowing even more people to benefit.

Overall, the feedback highlighted the toolkit's potential to make a meaningful impact. Participants felt it was a valuable addition to their work, with just a few tweaks needed to ensure it reaches the widest possible audience.

In **Italy**, the assessment of the quality of the project materials was made using the evaluation questionnaire provided by EFFEBI before the piloting. It contained mainly closed questions, asking participants to provide an evaluation from 1 (strongly disagree) to 5 (strongly agree). It should be highlighted that the piloting was conducted with 5 participants, but only 4 of them completed the evaluation survey.

Overall, the evaluation received is satisfying, most of the dimensions having received an evaluation of 4 and 5 points out of 5. However, there are some dimensions that have not achieved the highest possible evaluation and could require some improvements.

Overall, the contents presented during the piloting received a satisfying evaluation, although some aspects can be improved. As for the training materials contained in the Handbook (PR3), they all received positive and very positive evaluations, thus confirming their quality and usefulness for integrating newly arrived migrants in the labour market.

As for the digital platform of the Vet4Nai project, it has been considered effective, exception made for the graphic/ visual way in which the contents are presented, which - according to participants' assessment - could be more attractive. This would

help stimulate trainees' interest in accessing and going through the project materials, thus also enhancing reaching the intended learning goals, as well as the project objective of effectively integrating migrants in the labour market of the hosting country. Such not completely positive evaluations concerning the visual appearance of the contents do not influence the quality of the project contents themselves, however. These latter were considered indeed of high quality, and received only positive or very positive evaluations.

In **Greece**, feedback from the evaluation highlighted the effectiveness of the learning materials, including the handbook, digital quiz and card game. Participants found the content engaging and relevant, with minor suggestions for improvement in simplifying some platform features. The pilot demonstrated the toolkit potential to support newly arrived immigrants in their vocational integration.

The results of the satisfaction survey indicated a high level of participant satisfaction with the training. Participants consistently rated the course as engaging and effective, with many highlighting the practical usefulness of the toolkit in their professional contexts.

All participants agreed that the course met their expectations and provided valuable insights into supporting newly arrived immigrants. Additionally, the majority expressed that they would recommend the training to colleagues and peers, emphasizing its relevance and applicability. Minor suggestions for improvement included enhancing the interactivity of the digital platform and simplifying some explanations for ease of use.

In **France**, FISPE received very positive feedback on the testing of the toolkit and handbook, whether it is regarding the format of the tools, especially the cards, or the content for guidance on the labour market. They collected feedback thanks to online questionnaires (scales from completely agree to completely disagree and from 1 to 5) and oral evaluation. All participants considered that :

- the mechanism of the game was playful,
- they learnt interesting information about the labour market,
- the topics covered were interesting for their professional goals (considered for NAIs)
- the tool was adapted to the goals of the session, which were reached
- the presentation and explanation of the tools were clear
- The duration of the training was adapted to the needs
- Images and keywords were useful for guiding NAIs regarding their professional pathway and goals
- The counsellors and language trainers found that the role play exercises were useful for their understanding of the materials.

The negative feedback and comments concerned mainly the use of the online platform, considered not clear nor interactive enough. The participants found that the platform was not necessarily helpful or added value for the professional guidance of NAIs (on average, answers are 3 out of 5 on a scale on 1 to 5). The efficiency was also

criticized by the users, rated 3,5 out of 5 on average. This average is supported by the comments of one counselor (Jacob Ninan) who wrote that “The digital platform is difficult to get to grips with and poorly readable for the participant”.

CONCLUSIONS AND FINAL REMARKS

Implementing the VET4NAI pilot course online in **Sweden** came with a few challenges. One of the primary constraints was adapting the materials for an entirely virtual format, as some of the toolkit interactive elements - like the card game - are designed for in-person use. Ensuring participants could experience these tools fully required creative adjustments, such as digital demonstrations and collaborative activities within the online platform. The pilot course in Sweden demonstrated the toolkit’s effectiveness and relevance in guiding newly arrived immigrants toward employment. For future implementations, considering a hybrid model (online and face-to-face) could enhance the toolkit’s impact, especially for hands-on activities like the card game. Overall, with minor adjustments, the VET4NAI toolkit is poised to become a valuable resource for counselors across different settings.

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In **Greece**, implementing the pilot course online presented some logistical challenges, such as coordinating participant schedules and ensuring smooth navigation of the digital platform. While the online format allowed for broader participation, a few participants reported minor technical difficulties and a preference for more interactive elements.

Participants suggested simplifying some toolkit instructions and enhancing the digital platform’s user experience to improve engagement. In synthesis, for future adoption, it is recommended to incorporate more live, interactive sessions and provide additional technical support to participants unfamiliar with digital tools. Overall, the pilot demonstrated the toolkit's potential to be a valuable resource for vocational guidance.

In **France**, FISPE faced many challenges in implementing this training course. The first

was to find interested professional guidance counselors who would be able to test the materials with the target group. The length and complexity of the training handbook, as well as the diversity and large number of cards in the Guidance toolkit made the completion of the training even more difficult, as we did not dispose of much time with the professionals and the newly-arrived immigrants to test most things.

We believe the training handbook was not adapted enough to the needs of the counsellors and was not made easy enough to understand. The training handbook made even more difficult the implementation of the Guidance toolkit cards, which were the essential part of the adaptation process for NAIs.

The remarks from one language trainer on the test of the SWOT exercise from the Training handbook, which matches the feedback from Projets 19 professional counsellors on the card game, on the different levels needed to use certain materials. First, regarding the SWOT, the participant should already know most information about the sector they want to work in. Then regarding the cards from the toolkit, there are two language levels to be considered in the implementation of the game-focus on images for non-speakers and keywords can be added for NAIs who have at least a B1 level/come from a country where the language is already spoken.

As a training organizer, FISPE found that using and implementing the online platform was very difficult, as it was not easy to use for counselors, especially when they were not familiar with the cards. Indeed, they found the system of answering each question with images and keywords one after the other, having to come back to the same first page each time, neither easy to understand nor practical to use. However, the feedback of using the orientation on a platform was easy and very helpful.

They also preferred using game-like approaches in physical form which was a good way for them to keep the person focused and interested, looking for the right images and keywords, more than on a screen.