



INTEGRASS TOOLKIT MANUAL AND TOOLS

**Accepted, resettled, integrated, valued
and employed**



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Preface

ARIVE is a 3-year KA2 Erasmus+ project aimed at supporting the social and economic integration of low-skilled humanitarian migrants, a high proportion of whom struggle in their attempts to build a life in their host country. The project, taking into account some of their main barriers, has a focus on the development of quality learning opportunities to support these migrants to both assess (make a profile) and then to upskill their competences in order to enter the labour market as early as possible. In this project partners from Greece (Dimitra), Italy (ERIFO), Sweden (Folkuniversitetet Uppsala, also acting as coordinator) and 2 partners of the United Kingdom (ACH and RINOVA).

This document focusses on ways to profile formal, non-formal and informal acquired competences, knowledge and skills, thus helping to create a better understanding of the migrants involved, the options they have and the barriers they have to overcome. The ways addressed in the INTEGRASS toolkit will help counsellors and coaches to find new viewpoints for tackling barriers and to raise their confidence and motivation.

This INTEGRASS toolkit document consists of two parts:

- a manual, describing the steps for assessment and usage of formal, non-formal and informal learning all contributing to making a client profile and a link this to Personal Integration Plan (PIP), and
- 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 steps, guides and materials to their local/regional and national conditions.

1. Introduction to INTEGRASS

1.1 Target group of the toolkit

The main target group of this manual will be organisations that support and facilitate the entrance of immigrants to labour market such as Employment services providers, both public and private, other NGOs and authorities at the forefront of requests for supporting services to immigrants and refugees, who will gain a better understanding of the services available and can inform and refer the target group accordingly. Immigrants will also benefit from a better understanding of the services available, particularly regarding the recognition of their skills

1.2 Why a toolkit manual on recognition of prior learning of immigrants?

Organisations working with employment services, especially NGOs, municipalities and Public Employment Services with a mandate to work with immigrant, are tasked with providing the services necessary for immigrants and ensuring their entrance to labour market. This practical instrument has been designed to guide staff to:

- Identify priority support in response to the needs of immigrants;
- Support immigrant in accessing recognition systems especially for low and medium level skills;
- Facilitate skill matching for immigrants

The use of this toolkit will depend on the role of the adviser / mentor. For example, if the support offered is short-term, some tools may be used just once to help set goals and aid referral and signposting to other organisations. If the support is expected to last six months or more, tools can be used multiple times as a means of tracking and evidencing the integration of humanitarian migrants.

This has a dual purpose in that it provides the humanitarian migrant with a record of the progress they have made and also help raise their self-awareness and motivation.

1.3 Why focus on assessment and profiling?

All clients are unique and have different histories, environments, values, cultures, ambitions, wishes and demands. This is especially true when working with migrants, who come from a diverse set of backgrounds with a broad range of experiences. Therefore, we must not assume that the client population is similar because of them belonging to one and the same target group. Likewise, we cannot assume that one strategy of guidance and one type of career path will be useful to all of our clients. Assuming homogeneity amongst migrant communities is often a fail point of interventions designed to support their integration.

Anyone working with migrants must make sure their work is client-centred, meaning defining services in relation to specific needs of the individual and allowing flexibility in the way these needs will be met. For this client-centred approach to be successful and in-depth understanding of their needs is essential. The creation of a comprehensive client profile is necessary in order to make action planning possible and/or to have good confidence in the usefulness of the interventions we plan. Gathering this information, a client profile, for each of our clients is essential if our intervention is to be effective.

1.4 How can it help?

The toolkit aims to:

- Improve confidence
- Help to identify the range of skills the migrant already possesses
- Improve understanding of local labour markets and the ability to access employment within them
- Enable self-assessment and self-reflection
- Support the identification and recording of personal goals
- Empower and inspire choices about employment, education, health and social integration
- Review personal progress and achievements over time

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The INTEGRASS toolkit contains separate chapters on Formal Learning, Non-Formal Learning, Informal Skills, Competencies and Health (Quick Scan) and Personal Integration Plan.

1.5 Migrant Clients – Skills, Competences, and Needs

Adopting different approaches to profiling migrant clients will provide diverse information resulting in a much clearer picture of clients regarding their skills, competences, needs and also, crucially, what motivates them. Not all of the presented viewpoints will be collected at once nor need to be collected. Nor will it be only the key worker who collects all of the relevant information. Important information can be acquired whilst interacting with clients, where and whenever this takes place. Often individuals are more willing to share “difficult” information in more casual settings. Thus, the whole network actually will collect part of the client information. However, it is the role of the person who does the major work with the client to arrange for this (collect it) and to draw a proper picture. INTEGRASS provides a way for the information to be effectively collated, in a timely manner, making it replicable throughout the time a migrant interacts with an organisation.

To constantly be aware of the potential relevance of this information need(s) the following two interrelated fundamental questions must be borne in mind:

- Do I understand what moves my client?
- Why do I plan this next action and is it realistic?

1.6 Definition of (some) Key Terms used

Skills: Related to certain vocational and professional qualifications. Often the end terms of a curriculum or course will define the skills to be trained. In most cases they are embedded in the way curriculum development and national standards for professional (adult) education are formulated. Skills related to work might

differ since they also reflect employers' practical standards and wishes.

Competences: Transferable skills or skills defined at a somewhat higher (more abstract) level. One is looking for qualities a person can take from one setting to another and which are either required by the labour market in general, or are needed in more specific vocational circumstances. They can be acquired under all sorts of conditions.

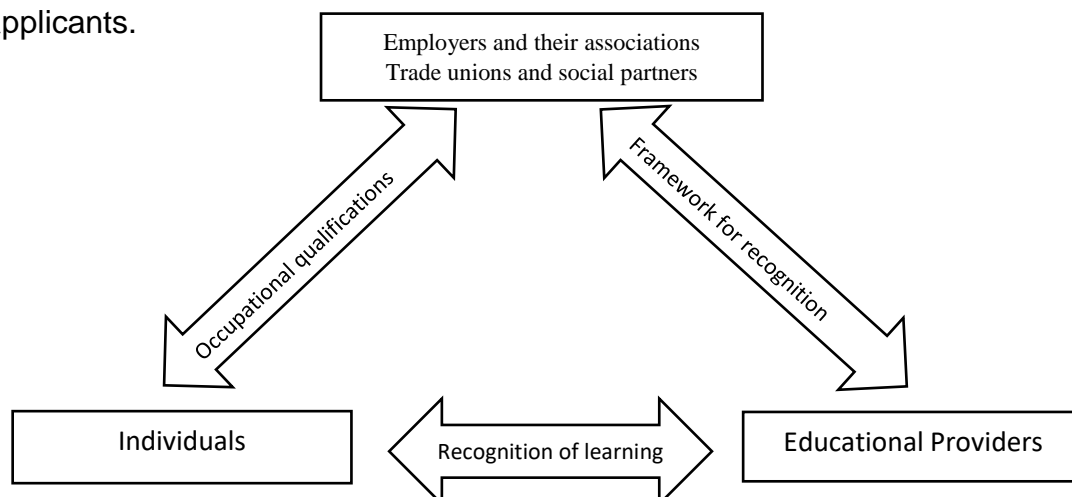
Key competences: Referring to the 8 key competences which the European Commission has indicated to be relevant for life-long learning. Thus, they are also relevant for participation in any training / development activity. They also can be acquired under all sorts of circumstances.

2. Vision: About relationship between assessment, recognition of prior learning and action planning

2.1 Introduction

Immigration management, especially with regards to labour market, varies significantly between different member states in the EU. They are heavily conditioned by legal, political, cultural and factual elements. These elements need to be carefully analysed by the users of this toolkit to determine the enabling conditions for services in relation to labour market and the need for recognition of prior learning. The concept of recognition of prior learning is not new but the terms used to define the concept differ from country to country and amongst organisations and researchers dealing with this issue. This toolkit uses the term recognition of prior learning (RPL). RPL is a process of identifying, documenting, assessing and certifying formal, informal and non-formal learning outcomes against standards used in formal education and training. Thus, RPL provides an opportunity for people to acquire qualification or credits for a qualification or exemptions (of all or part of the curriculum, or even exemption of academic pre-requisites to enter a formal study programme) without going through a formal education or training programme and/or to ease their employment pathways with their skills recognized.

Through RPL, competencies and skills earned inside and outside of an applicant's country of origin are assessed and certified. Most RPL systems have established a "recognition authority" that can certify qualifications, provide information or coordinate with other stakeholders involved; they are often a first point of contact for potential applicants.



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The benefits of RPL are three-fold, depending on the different user groups - individuals (immigrant and refugees in this case), training providers or employers:

- Improving employment opportunities for immigrants/refugees and easing their full integration in the labour market of the receiving country
- Reducing costs and time taken for training and certification
- Planning for an individual immigrant/refugee's development in a lifelong learning perspective
- Increasing immigrants' self-esteem by recognizing their achievement in learning
- Helping to identify appropriate training opportunities
- Helping to adequately match jobs and employees
- Reducing the time required in immigrants training due to minimized duplication of learning

Please Note: It is important to be sensitive to the individual's needs and refer to other agencies for support with specific issues e.g. immigration, mental health etc.

2.2 Vision regarding role of RPL, Action Planning and Goal Setting

RPL is a logical element needed in assessment as well as for realistic action planning. Sometimes Action Planning is conceived as being a one-time thing: once a client has been "assessed" this information forms the (never changing) basis of a detailed action plan leading to the goal that was achievable as stated by the assessment. This strict vision is not how action planning (and assessment) are perceived and delivered using the INTEGRASS toolkit. Of course dedicated assessment tools may be used to determine the level of competences, skills and needs at some stage, however other techniques such as motivational interviewing and observation may be more appropriate or could be combined. INTEGRASS provides a guide to how integrated the migrant is

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and steps they can take to integrate further (via the Personal Integration Plan). However, it is most effective when completed on multiple occasions to reflect the changes that take place over time. Moreover, getting to know the needs and goals of a client is something which relates to the stage a client is in and the trust relationship that has been established. Building this trust relationship with migrants can often be a lengthy process as they often demonstrate a mistrust of perceived authority figures, stemming from their previous experience(s). As a consequence, action planning within INTEGRASS is intended to learn more about needs and options as well as organize required activities: action planning itself is essential for every interaction with clients. The plans produced must be “live” documents with the inbuilt flexibility to reflect changing needs.

To make sure Personal Integration Plan(s) produced are truly person-centred the following questions need to be considered:

- What are the long-term goals and short-term targets for the client? (part of the short-term targets will emerge by answering the next questions)
- What skills and competencies does the client already have which can be further developed?
- What is the current priority need of the client? (short-term)
- What barriers may prevent progress?
- What are the solutions?
- What options is available to the client?
- How will actions be achieved?
- Who will deliver?
- What support is required?
- Why?
- And for all issues: by when?

The Personal Integration Plan is a “live” document, meaning that should be periodically reviewed in subsequent interactions with the client. The above same questions should be reviewed and addressed time and time again. This process is necessary to ensure result-oriented intervention, however and most importantly to help the client to manage the tasks efficiently by breaking down

the actions into smaller targets which are specific, measurable, achievable, realistic and time bound (SMART).

Although carefully planned an action might miss reaching its target. If the 'why' question (why was it failing) cannot be answered new action planning will not be effective, and probably requires further analysis of need.

The information gathered through the client profiling and assessment processes described in this toolkit will provide an indication of the actions required to develop the skills and competences of each client to progress towards the labour market through formal adult education. Each action should always contribute to achieving the pre-determined targets and therefore action plans will be developed in a logical sequence.

2.3 Advices for INTEGRASS usage

1. Make sure that the migrant client fully understands what is being done and gives their informed consent.
2. Plan time carefully, agree times to see the relevant people and decide upon the duration of meetings.
3. Have a clear purpose in mind for the meeting and subsequent meetings, and explain this in a straightforward way which is easily understood.
4. Decide on a suitable method of recording information at the meeting which is agreed by the client.
5. Be friendly, open and transparent.
6. Ask clear questions. How the question is phrased will determine the quality of the information given. Poor information will lead to a weak profile and weak actions. Rephrasing questions in a way to aid understanding is desirable.
7. Accept all information; your role is to listen, not debate and challenge the participant.
8. Avoid generalisations.
9. The Personal Integration Plan must be reflective of the participant, therefore be careful not to impose your own ideas and values.

10. Give feedback. At the end of the meeting, summarise the main points to check that the information recorded is accurate.
11. Give the client some indication of when and how this information will be used.

Many aspects of the client profile can also be used to demonstrate a client's competence in some area. For example, a client has shown to have obligations to take care of an elderly family member three times a week. Analysing these obligations will demonstrate a client's competence in many key areas. This toolkit provides some examples.

3. Recognition of Prior Learning (RPL)

Generally, the method for assessment/validation of informal and non-formal learning are the same as those for formal educational and training or occupational standards. Occupational standards are detailed written descriptions of what an employee is expected to know and do in his/her work role. They are national requirements and benchmarks for competent performance in the workplace.

The RPL procedure for immigrants/refugees typically involves the recognition of qualifications which have been acquired in their home country including verification of documents of formal education outcomes: checking of individual evidence (outcomes of informal and non-formal learning – occupational experience and continuing training); and competency-assessment procedures (testing). In fact, many RPL systems are closely linked to the provision of training. If the recognition of prior learning process identifies gaps that will prevent someone from pursuing his or her desired career or training pathway, the provision of a related skills development program should logically follow.

As recognition systems and procedures are often considered difficult, complex and expensive, the extent and quality of marketing, information support, guidance and other services are essential. Migrants must also understand the value of recognition of their skills. Ways to achieve this include:

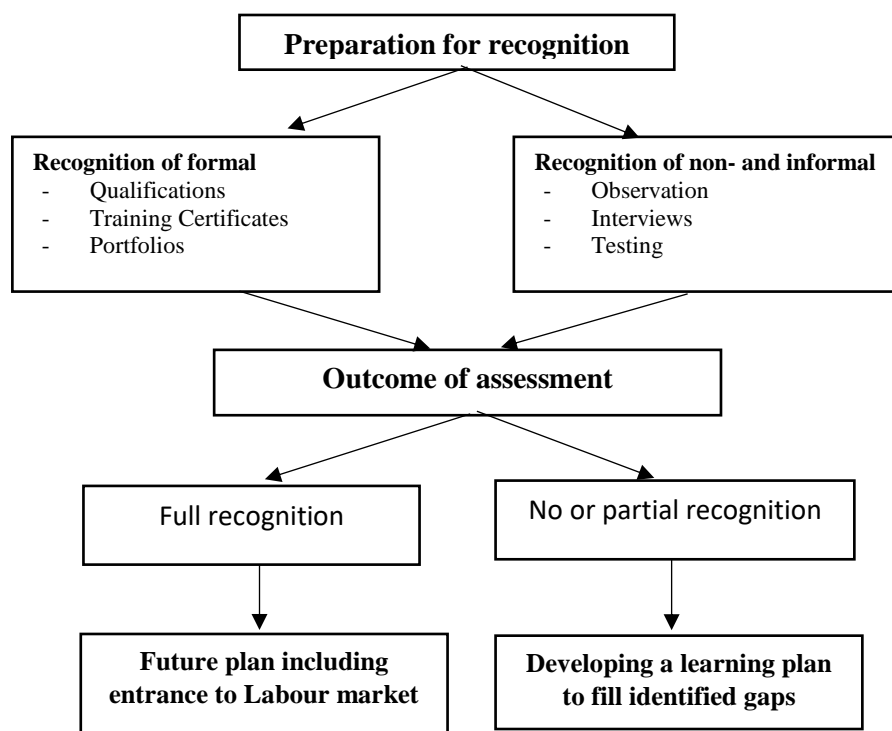
- Collection and presentation of practical recognition of prior learning example: from all levels: individual, organisation and system
- Availability of information, websites etc., in multiple languages
- Cooperation with organizations that are in touch with immigrant/refugee groups, such as immigration guidance centre, employment services, chambers of commerce, professional associations etc.

3.1 Steps in RPL for formal, informal and non-formal learning

The process emphasizes three key aspects. They refer to the processes related to identifying non-formal and informal learning (including self-evaluation); the collection and presentation of evidence of learning; the assessment and validation of the

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evidence; and issuing a recognized qualification. By other words the principles underpinning the process recognition and validation of informal and non-formal learning include validity; reliability; confidentiality, transparency; and fitness for purpose. (CEDEFOP, 2009) It is important for immigration service providers keep this in mind when assisting applicants in accessing RPL systems. The processes and outcome of RPL can be demonstrated as figure below:



While it is most commonly found within education and training, making it possible for individuals to acquire a formal qualification on the basis of non-formal and informal learning, validation is also carried out by several institutions and stakeholders outside education and training: labour market authorities, economic sectors, enterprises and voluntary organisations.

The multiple outcomes of validation, ranging from formal qualifications to enterprise internal

proofs of acquired competences, are all united through their efforts to increase the visibility and value of the learning taking place outside classrooms. To clarify the basic features of validation, the recommendation identifies four distinct phases: identification; documentation; assessment; and certification.

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- a) Identification of an individual's learning outcomes acquired through non-formal and informal learning.
- b) Documentation of an individual's learning outcomes acquired through non-formal and informal learning.
- c) Assessment of an individual's learning outcomes acquired through non-formal and informal learning.
- d) Certification of the results of the assessment of an individual's learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.' (Council of the EU, 2012, p. 3, points 2a to 2d).

These phases are mixed and balanced in different ways, reflecting the particular purpose of each validation arrangement. When working towards a formal qualification, the robustness and credibility of the assessment stage are crucial. In other cases, for example in relation to voluntary work, more emphasis is given to identification and documentation, less to formal assessment and certification. However, the four phases are likely to be present in all validation arrangements.

While the same elements of identification, documentation, assessment and certification will be found in both cases, their relative 'weighting' differs significantly. Overall, the extent to which validation process outcomes can be transferred and exchanged very much depends on the extent to which the resulting document, portfolio, certificate or qualification is trusted by external parties and stakeholders, which reflects the way the four phases have been designed and carried out.

Validation arrangements need to be presented in a way that clarifies their main purpose and allows individuals to choose the form best suited to their particular needs. A person not interested in acquiring a formal qualification should be able to opt for a solution giving more emphasis to identification and documentation phases. Since validation has been found to influence positively individuals' self-awareness and self-esteem, it should be about individual choice: arrangements must be designed to allow the individual to opt for the most cost-efficient solutions, possibly for limited documentation rather than full, formal certification.

3.2 Preparation for RPL

When an immigrant/refugee decides to apply for RPL, immigrant services providers can play a very important role preparing them for the process. A counsellor, assigned by the service provider, may ask an applicant to fill out self-assessment form in order to profile and identify skills of which an individual wish to be assessed. As an example, a form for assessment checklist developed by the Swedish Public Employment Agency is provided below.

Personal information		
General Information	Contact information	Other information
Skills identification		
Languages		
<ul style="list-style-type: none"> - What is/are your mother tongue(s)? - Can you communicate in the host country's language for general purpose? - What is your preferred language for communication in a professional context? 		
Education and Training		
<ul style="list-style-type: none"> - Have you attended any kind of education and/or training, including primary education and informal training? - What was your highest level of education and/or training? - Do you have some prior learning recognized? 		
Professional skills		
<ul style="list-style-type: none"> - Do you have any professional/work experience? If yes, for how long? - When were you last time in professional/work experience? - Please indicate briefly your professional/work experience history. - Please add a line for each significant job or professional/work experience you have had. - Please describe the nature of your professional/work experience: - How long did this experience last? - In which country/countries was this experience? - Which language(s) did you mainly use? - Please indicate the occupation from the list that best fits the type of work you carried out. - Which skills did you need to do your job well? 		

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<ul style="list-style-type: none"> - What was the size of the organisation? (number of people in the working in the organisation) - What was the size of your workplace? (number of people working at your workplace) - Do you have any proof of this professional/work experience with you? Yes/no
Skills acquired outside the workplace
<p>For the following activities that you are familiar with/used to, please indicate for how long or often you have practiced those activities and in what context:</p> <ul style="list-style-type: none"> - Caring for children? - Caring for elderly people? - Caring for sick or disabled people? - Making / mending clothing? - Preparing meals? - Cultivating crops? - Taking care of livestock? - Making pottery? - Selling or trading products? - Making furniture? - House construction?
Other basic and transversal skills
<p>Please select the statements below which best suit your general working style. I am confident to:</p> <ul style="list-style-type: none"> - Work independently - Make decisions independently - Work in a structured way - Solve problems - Work with others / collaborate / network - Work with people of different cultures / backgrounds - Work with customers / clients - Manage projects - Provide a service to others - Work in stressful conditions / under time pressure

3.3 The assessment processes

The first step for an applicant is to complete the RPL application form. Once an applicant completes the RPL application and has assembled all the evidence and prepared a portfolio, if required, to present the evidence in an easily accessible way, the whole package is typically reviewed by the assessor. Following an initial assessment, the applicant will usually be interviewed and/or asked to undertake skills testing by the assessor to verify the legitimacy of the applicant's claim.

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Professional assessors, competent both in the specific skill and in the assessment process, will compare the competencies of the applicant against relevant standards or program learning outcomes. Usually a mix of methods, which include the portfolio, assessment, criterion-oriented interviews, workspace observation or other forms of testing, is applied, depending on the aim, the target group and the competencies to be assessed. The assessor will then make a decision on whether the applicant is competent against the units of competency he/she has applied for and informs the applicant of the outcome.

As an example, the procedures of recognition of prior learning (RPL) and accreditation of prior learning (APL) in Sweden are as follow:

1. Informing and advising applicants on APL
2. Decision for APL - collecting evidence and preparation of the portfolio
3. Assessment of competencies
4. Issuance of a certificate

Once the RPL assessment has been completed and an outcome decided, assessors will advise applicants on how to fill any competency gaps that may have been identified so that the full qualification can be obtained. Employment counsellors can play an active role in this process, advising on training options and how to use the partially or fully recognized certificate to access the labour market. The end result of this interaction with the assessor and the employment counsellors should be the development of a learning plan. The learning plan should identify what programs or activities the individual should engage in and how that will occur. These upskilling courses can involve a range of delivery strategies including training for gaps in competencies through readings, project work, attendance at individual training sessions, attendance at group classes, work placement or all of the above. When the gap training and related skills development is complete, the applicant should be re-assessed against the same units that they were previously assessed against. Each bridge training program is different and may provide individuals with:

- workplace experience
- Skills training or academic training programs

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- Language training
- Individual learning plans to identify any additional training needed

It has to be stressed, immigrants as well as refugees often face a degrading of competencies as a result of the recognition process due to lack of linguistic competency – rather than actual technical competency – and this, consequently, may lead to their limited labour mobility or labour integration into the host countries and even loss of motivation. In this regard, language course and training need to be provided in combination with the further training programs to immigrants and refugees, again with a special attention on finding and enhancing motivation.

4. PRL for Formal Learning

This chapter of the toolkit is designed to assess the individual's formal learning pathways. Based on the European Centre for the Development of Vocational Training (Cedefop) definition, formal learning refers to any kind of learning that occurs in an organised and structured environment (such as in an education or training institution or within the workplace) and typically leads to certification or the attainment of a formally accredited qualification (high school diploma, technical diploma, degree). Learning within institutionalised environments such as schools or universities is considered "formal". Assessing the formal learning pathways that migrants have experience is an essential aspect of supporting the individual to identify their career or educational options in their new host country.

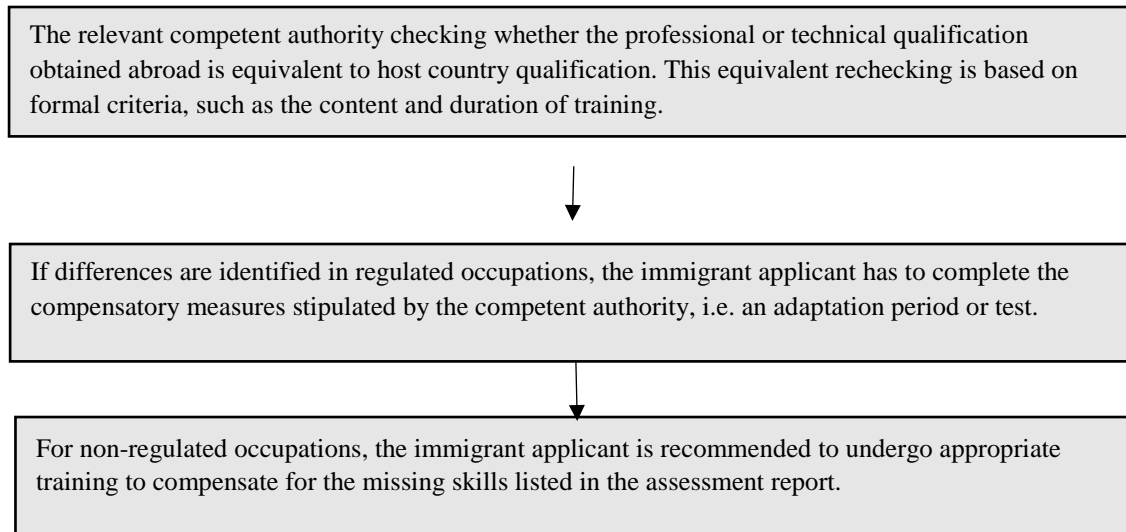
Recognition of formal education and training

This section identifies previous educational attainment. In the second part of this manual equivalencies have been provided under the European Qualification Framework (EQF) for the most prevalent countries of origin for migrants, across the participant countries in this project. This informs the assessor of how the individual has acquired their education, whether through school, college, apprenticeship, university, etc. This is useful for identifying educational needs for integration; routes for further study and educational progression.

Additionally, this section includes the option to expand further on education levels in core subjects, this is useful for identifying more specific educational needs. Gaining a wider understanding of individuals background learning is beneficial in knowing what services they could need more or less support in.

migrants may be advised on how to gain formal validation of qualification equivalencies within their host country. The ENIC-NARIC website provides assessors with the process for validation for their host countries and can be accessed at www.enic-naric.net.

The recognition process for formally educated migrant workers can include the following steps:



In general terms, the formal recognition of knowledge and skills of a immigrants/refugees depends on the type of education system in the home countries and how it compares to host countries both in terms of content and quality. Learning outcomes are assessed to determine the issuance of an equivalent diploma or certificate that allows employers to identify the real competencies of the workers they seek to hire. This is typically initiated by immigrant service providers upon the approach of potential applicants or from referrals of agencies dealing directly with migrants. Immigrant service officer may do not directly assess skills and competencies, but act as a point of referral to official agencies or assist applicants to prepare an application. In the case of specific requests from an employer, the immigrant might be offered an expert assessment conducted by external suppliers contracted by them. In other cases, especially when competencies declared by the immigrant is not certified, immigrant service officer could support the jobseekers in the recognition process by conducting direct assessments, if such a process is available in the country.

Other qualifications below degree level are not typically recognized through a formal agreement between countries and thus are often considered as one form of evidence in the recognition of prior learning process. Therefore, having a certificate issued in the home country does not have the same potential for equivalency in the destination country. Another possibility is that some academic institutions may recognize such

certificates and issue partial credits when used for continuing studies in the receiving country.

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5. PRL for Non-Formal Learning

This chapter focuses on the assessment of non-formal skills and competencies developed outside formal learning environments; non-formal learning does not necessarily have a formal syllabus and is not accredited or assessed by an external awarding body.

Paid / Voluntary work experience

This attention area supports migrant participants to collate a record of all of their employment to date, including all roles of responsibility, which could include voluntary work, home keeping etc. This information can be used to create a CV and may provide both assessor and individual an idea of suitable employment, considering short term and long-term employment prospects, as well as an additional insight in areas of interest and motivation.

Other activities

In this section the assessor will list and analyse the participant's other non-formal learning experiences such as sports or fitness programmes, sports clubs of various kinds for all ages, reading groups, programs developed by organisations such as the Boy Scouts, seminars, continuing education courses etc.

Informal skills exercises

In this section the assessor has the option from several exercises to explore further individuals' informal skills, these can be used after assessing formal skills and using the quick scan. This process exists to give a more holistic view of individuals skills and activities that may be relevant but may not be apparent in the formal testing mechanisms. These can then be used as an indicator as to the type or appropriate type of job information and support. These exercises include:

- A day in the life (now)
- A day in the life (then)
- Alternative activity

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- I am activity
- Who I want to be

The information collected in these exercises can be used to build up the individual's portfolio of skills and to give a more rounded view on individuals formal skills. An example template to collect and summarise this information is presented in the second part of this toolkit.

6. PRL for Informal Skills, Competencies and Health (Quick Scan)

This chapter contains a description of an additional assessment tool which has been developed in the ARIVE project: a quick scan. The tool is comprised of a series of statements which relate to five key competences, which are indicative for options, priorities and directions of integration and for wellbeing:

1. Literacy / Communication
2. Digital competence
3. Mathematical competence (numeracy and budgeting)
4. Active citizenship
5. Health

Four of these competences are directly related to 4 of 8 key competences for Life-Long Learning which the European Commission considers to be essential for creating and maintaining active citizens. Citizens that can contribute to the society of the country and can actively benefit and contribute to what the society has to offer. The tool can be accessed online and the results printed or copied for interpretation and further development of the Personal Integration Plan.

The use of the tool Step-by-Step:

1. Questions

Access the tool at <https://arive.projectlibrary.eu/tools-en/qs-wbl-en-tool>

Each statement is to be answered to establish the level to which the person agrees. For example:

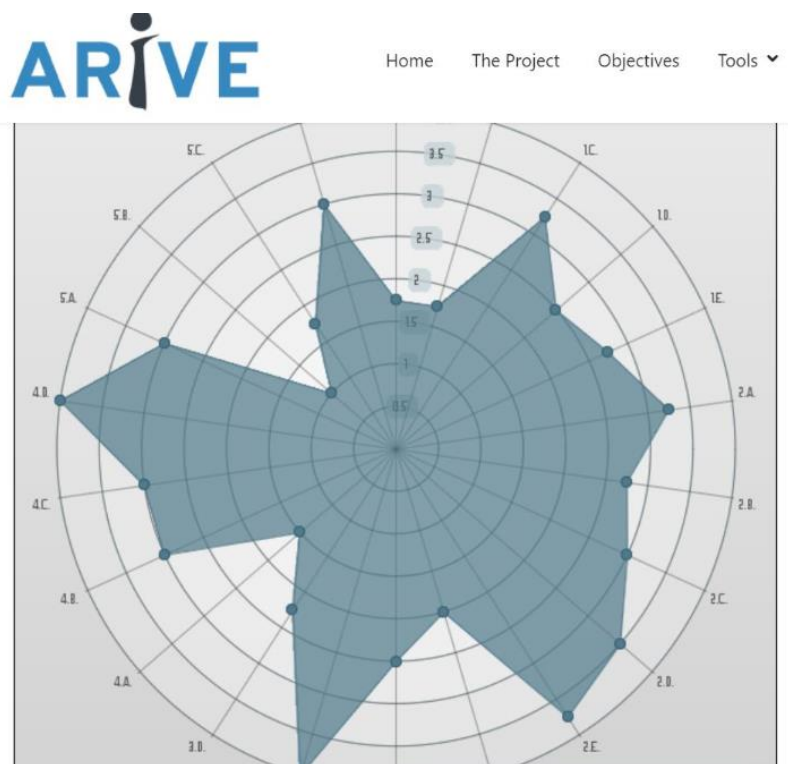
I am able to write a short text or request

The question will be answered with “*Completely*”, “*Largely*”, “*Somewhat*” or “*Not*” depending on how true the statement is for them.

***Please note** that 1.A and 1.C refer to writing generally, whereas 1.B and 1.D refer to writing in host language.

2. Results

At the end of the assessment select “*Calculate results and export PDF*” in order to access the results of the quick scan in the form of a diagram as displayed below.



This diagram aims to promote discussion between the professional and migrant, as the pictorial image displays strengths in competency (points towards the outer circle) and areas for development (points closer to the centre of the circle).

Below is a table explaining which competency relates to each reference point on the diagram.

Reference	Competency
1.A	Reading
1.B	Reading in host country language
1.C	Writing
1.D	Writing in host country language
2.A	Basic use of a computer
2.B	Email
2.C	Using internet
2.D	Internet services and authority

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2.E	Use of Smartphone
3.A	Basic calculation
3.B	Reading graphs
3.C	Budget management
3.D	Managing contracts
4.A	Using public services
4.B	Using cultural services and travel
4.C	Neighbourhood
4.D	School and training
5.A	General access to health services
5.B	Physical and mental health – day to day living
5.C	Physical and mental health – lifestyle
5.D	Physical and mental health – energy

3. Using the diagram

The diagram may then be used to inform both the professional and the migrant of both areas of strength and areas for development which can then be used to contribute to the creation the Personal Integration Plan together with other information.

Areas of strength

These identified areas may be used to help migrants articulate their skills and competencies to employers and training providers. They can be written on CVs, cover letters and application forms as well as being mentioned in interviews. These strengths will be captured by the Personal Integration Plan so that the individual has a written record to take away from their assessment to act as an *aide memoir*.

Areas for development

Between the professional and the migrant, S.M.A.R.T (Specific, Measurable, Achievable, Realistic, and Time-based) targets can be set to support growth in the areas in which the participant has scored lowest. Again, these targets should be put into a Personal Integration Plan which can be saved for the professional to review, and a copy given to the individual to help them remember their targets and to be able to track their progress against them.

***Please note:** Bear in mind that many of the competencies are dependent on 1.B and 1.D, it is advised that these are focused on as a priority, if showing as having a score of less than 3.5.

4. Creating a Personal Integration Plan

The Personal Integration Plan (see Action plan presented in the IO4 toolkit) 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 in sections one and two of the toolkit, 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.

Wherever possible the migrant should complete the plan themselves with guidance from the member of staff, as a means of developing self-agency and giving them ownership of what is agreed. Contact details of other organisations and any referrals can be noted in the final section of the PIP. Again, this provides self-agency for the migrant as they are provided with the means to follow-up with these organisations should they wish to do so.

If language is a barrier, encourage the migrant to create their own plan in their native language, making a copy in the relevant host country language for your reference.

The first part of the plan provides a summary of the formal and non-formal competencies gained as discussed and identified through sections one and two and/or other assessment like procedures used. This provides the individual with a hard copy of their skills to date.

The second part of the plan identifies areas for development and SMART targets (Specific, Measurable, Achievable, Realistic, and Time based) to help the individual improve in their areas for development, with the overall aim of integrating more effectively into the host country society.

7. Recognition of non-formal and informal skills

In this chapter the three major steps for recognition of non-formal and informal skills will be described.

7.1 Awareness rising and information

One of the key roles for immigrant services providers and support groups dealing with migrant workers and refugees is raising awareness of RPL systems/process and their potential outcomes. The understanding of the process, outcomes and benefits will boost participation. The awareness raising targets potential users, individuals and employers along with the training/assessment centres and other organizations involved in the process. Marketing and communication activities can between member states:

Belgium

Public Employment Services and validation centres provide information to anyone interested in the scheme. Ways to reach potential users include the Consortium website, diffusion of information material, targeted emails to job seekers and media campaigns.

Italy

An RPL documentary, called 'L'esperienza vale (Valuing experience)', was produced in 2015. The documentary shows four stories of Italian and foreign nationals who have all found work that satisfies their aspirations or have returned for training in order to validate and certify their skills.

<http://www.raiscuola.rai.it/articoli/lesperienza-vale/30043/default.asp>

Germany

The website 'Recognition in Germany' has relevant information and services that pertain to how professional recognition can be obtained and includes 1) information on step-by-step process of recognition, 2) 'Recognition Finder', 3) preconditions for

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skills recognition, 3) success stories, 5) hotlines and counselling information, and 5) contact details for relevant authorities.

<https://www.anerkennung-in-deutschland.de/html/en/>

7.2 Guidance and assistance

It is important to provide information on the entire RPL process as well as where employment services providers play a key role. It is also useful to prepare a set of frequently asked questions and answers to guide and assist an RPL applicant. The answers need to be specific to the RPL processes in the country, region or sector concerned. An immigrant counsellor, assigned by immigrant services providers, may ask an applicant to fill out a self-assessment form in order to profile and identify the skills of which an individual wish to be certified in. The self-assessment questions are based on the requirements of various occupations in the country. It is important to encourage and help an applicant collect evidence and prepare relevant documents. Some examples of what evidence may be prepared are shown below:

Personal portfolio can be categories of different documents

- a) A paper outlining education and career goals
- b) Learning outcomes and competency statements
- c) A chronological record of significant learning experiences
- d) Formal and informal records i.e. certificate of past learning achievements – supplier training course, in house courses, workshops, seminars, club course e.g. first aid, surf lifesaving etc.
- e) Curriculum Vitae/resume
- f) Licenses obtained, e.g. forklift, working with children, etc.
- g) Photographs or DVD's of work undertaken
- h) Work samples such as technical drawings or site plans you have worked with workplace inductions
- i) Memberships of relevant associations
- j) Performance appraisals
- k) References or letters from previous employers or supervisors

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- l) Any other documentation that may demonstrate working experience

Some tips to help an immigrant applicant prepare a portfolio include:

- a) Talk about the applicant's work history, particularly if they are not currently employed. Also refer to the details on the RPL applicant form regarding the information about where they have worked, either paid or unpaid, and what tasks they performed there.
- b) Talk about the applicant's current job roles and responsibilities if they are currently employed.
- c) Discuss the opportunity to contact the applicant's workplace or previous workplace, if possible, so that their skills maybe verified by someone that works or has worked with them.
- d) Discuss the possibility to contact community or organizations from unpaid or volunteer work they have done.
- e) Discuss any opportunities the applicant has had within-house training conducted by staff or suppliers to their industry or service area. If they are issued with a certificate for their attendance, ask them to bring it with them for their interview.
- f) Based on the information collected, assist the applicant with the preparation of a portfolio.

7.3 The RPL assessment processes

After an immigrant applicant collects evidence and prepares a portfolio, the whole package is reviewed by the assessor. Following an initial assessment, the applicant will usually be interviewed and/or asked to undertake skills testing by the assessor to verify the legitimacy of the applicant's claim. A mix of methods are usually used, depending on the aim, the target group and the competencies to be assessed, which include a portfolio assessment, criterion-oriented interviews, workspace observation or other forms of testing.

- a) Informing and advising applicants on assessment of prior Learning (APL)
- b) Decision for APL - collecting evidence and preparation of the portfolio
- a) Assessment of competencies

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b) Issuance of a certificate

The outcomes of RPL can be 1) full recognition, 2) partial recognition and 3) no recognition

After the RPL assessment is completed and an outcome decided, applicants should be advised on how to fill any competency gaps so that full recognition can be obtained in the future.

After receiving full recognition/ partial recognition, the successful applicant can:

- a) update their CV to reflect the outcome of RPL
- b) apply for jobs with the new qualification;
- c) pursue further education/training.

Immigrant service provider counsellors can play an active role in this process, advising on training options and how to use the partially or fully recognized certificate to access the labour market. A learning plan can be developed at the end of the interaction between the applicant and employment counsellor.

8. Tips for users

This chapter contains sets of tips for different users as to how to use this toolkit.

8.1 Tips for using the Toolkit with the support of a facilitator

The lack of experience in using such tools and evaluating the results may be a restrictive parameter to self-assessment. Therefore, the active participation of a facilitator is of high importance for dedicated support to carry out the self-assessment. The core of facilitator's work has to be an individual approach with the engaged person being in the centre. The facilitator's goal is to support migrants to critically and creatively reflect on their own skills and competences from multiple perspectives.

In order to achieve that, the migrants need to understand:

- The tools' purpose
- What is required from them
- Inspiration to reflect on their knowledge, skills and competences

What skills does the facilitator need to have?

- To be highly familiar with the content of the tools
- To be able to accompany the engaged migrant in her/his self-assessment process
- To be able to provide step-by-step instructions to migrant on how to use each tool

How will the facilitator support the process?

- Face-to-face meetings
- Development of a collaborative environment between a migrant and facilitator
- Agreed and shared understanding of the nature and type of support that facilitator provides to the migrant

What are the steps followed by a facilitator during process?

The facilitator has to:

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- Present the tools
- Explain and clarify the tools' purpose and application to the participants
- Facilitate self-reflection during the implementation of tools
- Let the engaged migrant recognise her/his own knowledge, skills and competences according to the data collected
- Let the engaged migrant identify the competences that need to be enhanced as a part of a broader process of continuous professional development

Additional tips for facilitators:

- » Tell the participants about the goal of each tool
- » Point out that developing one's own competence-based CV can be a very powerful starting point, to be complemented by the other tools. Enquire which tools the participants feel they can use and check if each participant can describe what tasks s/he needs to do in connection to these tools (in order to assure they understand the tool correctly)
- » While working on the tools with every participant, help her/him identify as many skills as possible
- » It is important to identify not just the profession/job that suits a participant's skills profile, but also their desired profession/job, as well as possible gaps between the two
In addition,
- Try to collect as many inputs from participants as possible
- The guiding questions may be asked to stimulate participants' self-reflection
- Encourage creativity and critical thinking
- Avoid participants exaggerating their skills

8.2 Tips for autonomous users

The following “Questions and Answers” table was developed in order to facilitate you to understand the Toolkit and its usefulness.

Questions	Answers
What is the Toolkit composed of?	The Toolkit is composed of 6 tools.
What kind of tools are these?	Self-assessment tools
What are the main objectives of these tools?	<p>The tools are intended to support you to:</p> <ul style="list-style-type: none"> ● Realise what skills and competences you master ● Assess which skills and competences you mostly use and to what extent ● Think which profession/job you are interested to attain ● Recognise which skills are limited or missing and to what extent
How can you use these tools, separately or synergistically?	The tools can be used separately or synergistically, as they complement each other. Thanks to the “synergy effect” you could receive the best self-assessment results.
What do experts recommend?	<p>The more tools you have the opportunity to go through, the more complete picture of your professional status you will have.</p> <p>As the tools can be used separately, the recommended minimum number is two (2) tools.</p>
Do you need only your personal computer (pc) to use the tools?	You will need a pc, a printer, pen and paper to complete some of the tools.
How can you choose the appropriate tools?	<p>Experts suggest that developing your own competence-based CV can be a very powerful starting point, to be complemented by the other tools.</p> <p>Then, choose the tools that seem more relevant to you and follow the instructions provided.</p>
What kind results do you have at the end of this process?	The results of the tools are qualitative. This means that the results you will get will describe your competences and skills, and/or your future professional plan.
How much time do you need to complete each tool?	Each of the tools proposed requires self-reflection. Therefore, the more time you dedicate to exercising one of the tools, the more you consider the issues in question, the more honest you are to yourself, the more relevant results you will get.

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8.3 Tips for learners

The following tips may therefore come handy:

1. Familiarise yourself with the self-assessment approach and tools, and define the “value proposition” you intend to pursue.

Always keep in mind that you are the actor of the self-assessment process that you are about to start. You are going to reflect about your achievements; the more serious you are going to be about this process, the more meaningful its results will be. The results will be beneficial for you and your professional development; in this respect, you should not mind about other external players. Remember, you are not at school!

2. Consider that you will be self-directed in the self-assessment process

Follow all tools assignment directions closely, to ensure that you address all required components of the assignment.

You should take care also of the setting: you need a comfortable place to work on self-assessment. When choosing such a place, look for a place without distractions.

3. Build your self-assessment plan / schedule

The self-assessment process can take as long as you wish. Being self-directed, you can take such decisions. However, in order to keep focus and momentum, you should be able to define a reasonable time frame, related to the key tools you intend to use.

4. Ask questions and reach out when you encounter problems

Should you find yourself at a standstill, do not give up! Please keep in mind that a facilitator can support you— by email, chat or in face-to-face sessions – at any stage in your self-assessment process.

5. Keep your motivation high

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If you have a rich and intense professional background to explore and reflect upon, you may find yourself in a challenging situation whereby the self-assessment process appears to be never-ending. Frustration and confusion may come in. In such circumstances, please keep in mind that self-assessment is never an easy job, instead it is a great occasion to get to know yourself better and to push the boundaries of your professional experience.

Second part of the INTEGRASS Toolkit

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THE ASSESSMENT TOOLS

This second part of the Toolkit contains actual templates, exercises tools to assess formal, non-formal and informal knowledge, competence and skills as well as the education level of the migrants. The tools represent practical exercises that are intended to support migrants to identify their own professional strengths and weaknesses as well as current and desired development opportunities.

Along with the tools, the learning approach and the guidelines for their usage are presented further.

1. The learning approach and tools description

1.1 Introduction

The learning approach applied in the current Toolkit is based upon the following core principles of adult learning:

1. Adult learners are internally motivated and self-directed.
2. Adult learners bring life experiences and knowledge to their learning experiences.
3. Adult learners are goal-oriented.
4. Adult learners are relevancy-oriented.
5. Adult learners need to put their learning process in context.

The underlying learning approach – taken from the andragogy theory– refers to:

- **Self-directedness.** Knowles¹ described the growing independence and autonomy of adults in this way: “...in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.”

¹ Knowles, M. (1975): Self-Directed Learning. A guide for learners and teachers, Englewood Cliffs: Prentice Hall/Cambridge. p. 18

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- **Context-relatedness.** Individuals learn by constructing meaning through the interaction with others and interpretation of their environment. The meaning of what individuals learn is reinforced by their life experiences and contexts. In this way, learning is anchored in the context of real-life situations and problems.
- **Hands-on consequential implementation.** The results of the personal situation analysis will be subsequently used to integrate and add value to the following personal development planning phase. In this respect, there will be ensured a direct and concrete connection with the actual professional standing of the involved migrants.

The **Toolkit is composed of a set of integrated and complementary tools**, which are divided into two different types according to the goals they set for. On the one hand, the use of the toolkit allows to carry out a sort of “audit” of the current situation through the personal “situation analysis” tools, while on the other hand, it makes it possible to establish a vision of the desired professional profile and role through the desired professional development tools.

The general approach is that each tool is self-standing, which means each tool can be used on its own being a powerful way to boost self-awareness. However, the impact can be maximised only if the tools are used in a synergistic way with the support of a facilitator, who is able to better define the rationale, the process and the objectives of the self-assessment experience. The synergistic use of the tools allows users to:

- a) Acquire a broader awareness about one’s own potential, valuing one’s own resources and abilities
- b) Get to know better the professional context/environment
- c) Adopt strategies to guide one’s own professional path in a critical, proactive and decisive way.

1.2 The personal “situation analysis” tools (What do I have?)

The term “situation analysis” has been deliberately taken from a different domain, regarding organisational studies. In general, it refers to methods that managers use to analyse an organisation's internal and external environment to understand the organisation's capabilities, customers, and business environment.

The personal “situation analysis” tools consists of the following:

- **Personalised competence-based CV**
- **The Knowledge Map (Mind mapping)**
- **Career Portfolio**

These tools are intended to map existing skills and competences. These tools are meant to define and explain the current context and professional profile of a migrant. Only by knowing one's own current standing, it is possible to proceed with consistent measures and further exercises.

Using these tools, migrants have the opportunity to ‘tell their story’ about their professional experiences and are able to identify the skills and competences they have been developing in formal, non-formal and informal learning contexts.

**“Context dictates the realm of the possible”
– Contandriopoulos et al 2010 –**

1.3 Desired professional development tools (What do I want to achieve?)

The tools included in this category aim at defining individual “professional development plans” also based on the competences already possessed.

In this category, the following tools will be used by migrants:

- Mapping personal work areas
- Personal development plan
- Self-Interview

Furthermore, the three tools aim to investigate to what extent migrants are aware of the ways to get the desired profession/job. This set of tools is essential for enhancing employability of migrants, which is an ultimate goal of the Toolkit.

Planning and developing one's own career is an ongoing process, not just something that a migrant has to do due to the circumstances making it a necessity. Whatever stage a person is at in her/his career – planning the “next move”, looking for ways to challenge and develop her/himself – these tools can support and provide guidance along the way.

The support system (The facilitator)

The contribution of an **external facilitator** is of utmost importance since it stimulates the individual migrant to carry out an in-depth self-reflection and the recognition of the learning outcomes resulting from professional practices. The facilitator also explains the consistency and complementarity among the different tools.

In this respect, the facilitator is NOT an assessor who evaluates or gives grades. In the INTERGRASS process, the facilitator is an expert in learning and training methodologies, who supports a migrant in the autonomous process of “reconstructing” his/her own experiences and the resulting learning outcomes. The facilitator should not express judgements at any stage of the process.

In general terms, a facilitator's profile should reflect the following **domains**:

- *Self-awareness* – Having a clear understanding of one's emotions, strengths, weaknesses, drives and capabilities (about your awareness of self).
- *Social awareness* – Concerning empathy and contextual awareness (about your awareness of self).
- *Self-management* – Having self-control, achievement orientation and adaptability (how you relate with the others).
- *Relationship management* – Being interested in developing other (how you relate with the others).

In addition, a facilitator should have specific **skills** in managing groups processes; in designing learning experiences (programmes, sessions or events) that create an environment with the potential to generate behaviour change; in deploying enquiry strategies to engage the individuals in dialogue and other tactics to help individuals promote and develop.

In those cases where migrants have a high level of professional self-awareness and are used to going through self-assessment processes, then **the Toolkit can be also self-administered**. In these circumstances, individual migrants implement a valuable exercise that help define their own professional strengths and weaknesses, current and desired development opportunities. Each individual migrant needs then to figure out how to ensure that the results are given an appropriate a follow-up (in terms of further training, for instance).

2. The tools

This section of the Toolkit s is meant to explain each single tool, so to provide the engaged persons with all basic information to understand the rationale of the tools, their goals and how to use them correctly.

The 6 tools are:

1. The personal “situation analysis” tools (What do I have?)

- Tool 1. Personalised competence-based CV
- Tool 2. Knowledge Map (Mind mapping)
- Tool 3. Career Portfolio
- Tool 4. A day in the life (then)
- Tool 5. A day in the life (now)

2. The desired professional development tools (What do I want to achieve?)

- Tool 6. Mapping personal work areas

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- Tool 7. Personal development plan
- Tool 8. Self-Interview
- Tool 9. 'I am' tool
- Tool 10. 'Who I want to be' tool

In the following pages an instructional summary for each tool is provided.

2.1 The personal “situation analysis” tools

2.1.1 *Personalised competence-based CV*

The aim of the tool:

The aim of the personalised competence-based CV is to help migrants to focus on and promote their key competences as well as to develop an individual opportunity for learning plan. The CV can be used also for job interviews.

It is an effective tool that can help a worker elicit her/his knowledge, skills and competences also in terms of transferability (to other work contexts) and transversality (between/among work processes and professional roles). In this respect, when writing about your knowledge and skills, consider what you acquired in previous jobs or while volunteering, and also those that you have put in place/used as a result of learning-by-doing processes.

As you will see, in the CV template you will be asked to enter dates and places. Consider that “time”, “duration” and “context” are key factors that influence the actual mastery of a skill or of specific knowledge. For instance, your mastery of the English language would be different whether you have been using it as a working language in Great Britain for the past 5 years, or you used it for your master’s degree 10 years ago and have not been using it since then.

Due to little transparency and recognition of skills and qualifications of migrants, they often lack attractive credits for their CVs in terms of education, work experience and non-profit work. This tool will help you as a migrant to focus on and promote your key competencies as well as to develop an individual opportunity for learning plan.

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The personalised competence-based CV is a tool that can be used in two different ways:

1. A practical preparation for work interviews.
2. It is important to understand the knowledge and skills you possess to increase your motivation and professional confidence.

Instructions:

- » Fill in the “Annex I. Personalised CV template”.
- » Attach to the CV template your photo and the certificates you have.
- » Reflect and assess yourself as a (potential) employee
- » Consider different jobs, for which you would be confident to apply for with your CV.

Expected Results:

- » A personalised competence-based CV, from which you can see your strong sides and talents that you've developed and reflect on them
- » Your increased professional confidence

2.1.2 *The Knowledge Map (Mind mapping)*

The aim of the tool:

The aim of the "Knowledge Map" tool is to chart the knowledge, skills and competences that a migrant has ever implemented, developed and mastered, as well as to find her/his strong sides and talents to increase confidence in building their professional identity.

Besides formal and non-formal learning, there are many hidden experiences and skills that each person has through informal learning and volunteering. These experiences are often obvious to individuals and are related to the tasks they've been carrying out

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in their jobs or daily lives. This tool helps to find out what you are good at and what you like to do.

You will do this by means of creating a **Mind map**.

A mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics².

Follow the steps below to create it and see the graphic presentation of your expertise.

NB! To make the most out of this tool, users should draw the Knowledge Map bearing in mind their reflections derived from the drafting of their Personalised competence-based CV.

Instructions:

1. Think / Review your Personalised competence-based CV

- » Which role(s) have you had as an employee?
- » What tasks have you carried out in connection with these roles?
- » Have you completed any formal or non-formal education related?
- » What knowledge, skills, and experience do you have as a result of your jobs, volunteering and non-formal educations?

2. Draw a mind map

- » Start in the centre of blank paper or the screen, if you are doing it online. For free websites for creating a mind map online, attend to Annex II. Tools for creating a mind map online.
- » Quickly sketch an image of you in the centre
- » Present the skills you thought of, going from general to more specific skills. Do so by drawing curved lines that radiate from centre, connecting main branches to the centre and different levels
- » Use one key word or image per line for more power and flexibility in thinking
- » Use it least 3 colours for emphasis, structure, texture, creativity

² <http://www.inspiration.com/visual-learning/mind-mapping>

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3. Analyse and reflect

- » What professions / jobs do you think your work role profile matches the best?
- » Reflect which skills you lack and need to obtain, as well as which of the skills you'd like to further develop.

Expected Results:

- » Upon completion of this exercise you will have a Mind map of your knowledge, skills, and competences related to your future work.
- » You will have an insight on what other competences you could develop and which ones you need to improve
- » As a result of creating a mind map, you will already experience increased professional confidence

2.1.3 Career Portfolio

The aim of the tool:

The goal of the tool is to create a 'product' out of the mapped and identified competences and skills, which can be visually presented to the outer world and will directly facilitate the employment.

A career portfolio is a visual representation of your abilities, skills, capabilities, knowledge, qualities - and it represents your potential. Physically, it's a collection of things - tangible materials - that represent work-related events in your life³.

Career portfolios are used to apply for jobs, apply to education programs, get a higher salary, show transferable skills, and to track personal development.

Instructions:

³ http://breitlinks.com/careers/career_pdfs/Whatiscareerportfolio.pdf

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- » Based on the competences and skills identified for the knowledge maps and personalized CVs, think about the measurable results you produced along your professional paths that can be compiled into your portfolio.
- » Use Annex III. STARR method for building a portfolio to remember and collect evidences, as well as to reflect on them in order to present in a favourable light
- » Organise your collected work samples and compile your portfolio either physically in a folder or online.
- » Based on the created portfolio, reflect and assess yourself as a potential employee
- » Which job would you be confident to apply for with your portfolio?

Expected Results:

- » A portfolio reflecting the mapped and identified competences and skills of yours

2.1.4 *A Day in The Life (then)*

The aim of the tool

For this activity we would like you to think back to life before you came to the UK, this will allow you to see what skills and activities you have or participate in. These can be informal or formal the aim of the tool is to identify this information to see what kind of personal and work-related objectives would be suitable for you and to identify any hidden skills or areas of interest.

This can then be used in conjunction with other tools to create a personalised portfolio which can be referred back to to assess progress and look at progression pathways.

Instructions

In this activity we want clients to go through what their previous life was like, in detail and identify:

- what they used to do

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- activities they used to participate in
- any skills they clearly have
- any work activities they were taking part in

What assessors need to be careful of:

- Cultural sensitivity
- Leading questions
- Bias
- Trauma associated with past experiences

Clients need to free think in this activity, which depending on individuals may be harder than others and considerations/allowances may need to be made if the individual is not suited to the process. For example, those with extreme mental health or trauma issues may find it difficult and or damaging to do this and it would not be appropriate. For some younger participants this could frame the conversation in a way that is irrelevant so must be considered.

if possible and where appropriate completing the process in individuals first language will allow for more information to be collected. Assessors should be careful not to lead individuals in their answers, only ask questions that allow for free thinking.

Expected Results

Better knowledge of the individuals and their personal progression ideas and pathways.

2.1.5 *A Day in The Life (now)*

The aim of the tool

This tool can be used in conjunction with other tools to see how individuals' lives differ now and what skills and activities they may not be participating in anymore and why. This information can then be used to create plans for progression pathways for

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individuals to identify what stages they may be able to complete to progress forward in using hidden skills.

Instructions

In this activity we want clients to go through their day to day life, in detail and identify:

- what they do in their everyday life
- any skills they clearly have and are using every day

What assessors need to be careful of:

- Cultural sensitivity
- Leading questions
- Bias

Clients need to free think in this activity, which depending on individuals may be harder than others and considerations/allowances may need to be made if the individual is not suited to the process. For example, those with extreme mental health or trauma issues may find it difficult and or damaging to do this.

If possible and where appropriate completing the process in individuals first language will allow for more information to be collected. Assessors should be careful not to lead individuals in their answers, only ask questions that allow for free thinking.

Expected Results

You will be able to identify the skills someone possesses but are not currently using.

2.2 The desired professional development tools

2.2.1 *Mapping personal work areas*

The aim of the tool:

Finding a place on the labour market begins with mapping out what areas of work interest you most. Choosing your focus based on job description or job title is not working well today. Different companies have different names on the positions with the

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same kind of tasks. Examining the areas that interest you the most is therefore an important step of your career planning.

The aim of the "Mapping personal work areas" tool is to identify which personal work areas are of the biggest interest to you, which job you would choose and how you would position yourself against them.

What are personal work areas? These are the various alternative ways that are available to you in working life.

Active occupational planning aims at mapping out those areas where you have the greatest opportunities to meet your personal needs and gain access to your primary knowledge and skills.

Often, it's not easy to find your alternative paths yourself. The current exercise helps with it.

This tool can be used as a stand-alone exercise. Consider, though, that it can express its full potential when combined with other tools, since the mapping only allows to detect work interests and not competences or skills.

Instructions:

1. Based on previous three tools, choose a couple of jobs/professions that suit your professional skills and competences

2. Answer the following questions regarding these jobs/professions:

- » How much do you know today about these jobs/professions?
- » Can you see the common denominator of these jobs/professions and how they are different?
- » Do you possess enough expertise to have one of these jobs/professions already?
- » What knowledge and skills do you think you need to be more attractive as such professional?
- » What tasks in these areas are the most interesting to you?

» How would both of these jobs/professions match your self-esteem?

3. Find out what you really like about each of these professions/jobs (the “pros”).

Every job/profession has its own “cons” as well. Fill in the table below about these 2 jobs/professions:

Job/profession	What I like about it the most	Pros	Cons
1			
2			

Remember to consider such factors as work content, the working environment, the effect on your quality of life, your feelings and your free time.

4. Reflect on which of these jobs/professions appeals to you more and why.

Expected Results:

» Better knowledge of which professional direction one would like to develop in

2.2.2 Personal development plan

The aim of the tool:

Personal development planning is the process of:

- » establishing aims and objectives (or goals) - what you want to achieve or where you want to go, in the short, medium or long-term in your career
- » assessing current realities
- » identifying needs for skills, knowledge or competence
- » selecting appropriate development activities to meet those perceived needs⁴.

The aim of the "Personal development plan" tool is to better explore your opportunities for the training and development. This tool will help you imagine yourself working as such professional, envisage potential problems, and assess your current situation and

⁴ <https://www.managers.org.uk/knowledge-bank/personal-development-planning>

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personal capacity to work as a certain professional. Use this tool to find out what information you need about your alternative career routes that you are interested in.

Instructions:

1. Fill in Annex IV. Development plan template. Note:

- » As alternative career routes that you are interested in, consider 2 professions/jobs you chose while mapping personal work areas (Tool 4)
- » In “Barriers” specify your questions and doubts you have about the professions/jobs and working as such professional, including personal factors (such as your own ability to work as these)
- » “To-Do”: write what information you need to answer your questions and doubts along with the ways you can obtain it. Additionally, based on your results of using previous tools, repeat the key skills you are missing and your plans on obtaining them.
- » “Deadline”: set yourself the deadlines for implementation of your To-Do actions.

2. Reflect on your personal development plan and its alternatives

3. Decide on the professions/jobs that appears to be more perspective and realistic to you

Expected Results:

- » Personal development plan, containing to-do list of necessary actions to obtain profession/job alternatives with deadlines
- » Clearer vision of different professional alternatives

2.2.3 Self-Interview

The aim of the tool:

Asking yourself the right kind of questions can bring you closer to who you are now, and who you want to be.

Whether you're looking for a job or looking to develop within your current one, there are essential skills you need to possess to be considered for your ideal role.

There is so called “the skills gap”, - the divide between the skills employers expect employees to have and the skills employees and job seekers actually possess. We

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need to identify our skills gap in order to be able to make an action plan on how we can develop.

Therefore, the goal of this tool is to find out the missing skills and competences that you lack to get your dream job.

The self-interview aims at supporting migrants to find out the missing skills and competences and to plan a development path so to get their desired job.

The tool helps users focus on their self-perception and job-related expectations. It is inherently connected with Tools 4 and 5, but users need to consider that only if combined with more practical tools (such as the Career Portfolio – Tool 3) it assumes a more tangible value.

Furthermore, the contribution that the facilitator can give in this phase is crucial: the facilitator's point of view would further stimulate self-reflection and the existing connections between an individual's actual competences, her/his aspirations and her/his personal development plan.

Instructions:

Keep in mind the profession/job you chose as the one that fits you best while mapping personal work areas (Tool 4) and making Personal development plan (Tool 5). Answer the following questions:

- » Do you possess the knowledge, skills, and competences for it?
- » What are the knowledge, skills, and competences that you lack?
- » To what extent you lack them?
- » Why do you think these knowledge, skills, and competences are vital for this profession/job?
- » Why do you think the employers value these competences?
- » How important do you think these knowledge, skills, and competences are for your career?
- » Would these knowledge, skills, and competences help you manage your career path?
- » Can they become a starting point towards your career success?
- » Will you need these skills and competences in your professional area in the future?

Expected Results:

» You will have a list of missing skills and competences that you lack to get your dream job

2.2.4 'I am' tool

The aim of the tool

The aim of this tool is to identify what individuals believe characterises them:

- their personality
- their characteristics
- beliefs

The aim is to gather this information as a whole and see what this means for future personal and career prospects, the purpose is to gather a more informal holistic view of an individual. This can then be used to inform decision on what next steps may be in terms of support and career choices and allow individuals to develop more of a sense of current self.

Instructions

1. Using a mind map type format – either online or in person, take the words 'I am' and place them in the middle.
2. Examples can be used, using these surround the 'I am' with words and phrases that describe you, then think about other ways you would describe yourself.

Hard-working	Trustworthy	Motivated	Strong	A leader
Logical	Calm	Caring	Clever	Friendly
Creative	Kind	Gracious	Loving	Hopeful

Notes for support staff:

It is important to not lead any answers, begin by giving possible examples that a person could write and then prompt them if they have difficulty but where possible have them work independently to enable true answers. Allow them to use a list of roles, and words to describe themselves and then use questions and examples to prompt further discussion and answers. Use the blank spaces as a possible space for individuals to write their own to pick from – note these for future participants.

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The amount of discussion and questioning appropriate will depend on language skills of individuals and other factors that should be assessed by the support worker.

Questions you could ask to encourage thinking:

- What do people admire about you?
- What are your favourite things about yourself?
- What are your most important values?
- What are some things you are good at?

Who I am phrases it can be used for prompts for this section of things like:

- I am caring
- I am motivated
- I am enthusiastic

Where possible try to avoid using roles as examples, allow individuals to come up with these themselves and perhaps use questions such as 'what does this mean to you' to gather further information.

Expected results

A holistic view for staff showing where individuals stand, their current needs, where they may require more support and the ability to see any possible career opportunities.

2.2.5 *'Who I want to be' tool*

The aim of the tool

In this activity we want clients to identify what they want to be in the future, this is likely to be similar to the 'I am' exercise but you should lean discussions towards the differences they want to accomplish. This process exists to give a more holistic view of individuals skills and activities that may be relevant but may not be apparent in the formal testing mechanisms. These can then be used as an indicator as to the type or appropriate type of job information and support.

Instructions

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Begin by giving possible examples that a person could write and then prompt them if they have difficulty but where possible have them work independently to enable true answers, ensure you specify that they need to think into the future and about their goals

Questions you could ask to encourage thinking:

- What do you want to be doing in the future?
- How do you want to feel?
- What do you want to be good at?
- How do you want to appear to other people?

This activity may be more geared towards roles and development so examples to prompt individuals may be more like:

In the short term:

- be in education
- In a part-time job
- Have my qualifications translated
- Get a good job
- Family reunification

In the long-term

- Have high level qualifications
- Have a well-paying job

In this section it is important to talk about long term and short-term goals, what you want to be in in a year is not the same as in 5 for example. Individuals may find it easier at stages to only talk about short term goals, especially those who have recently been through trauma, this exercise could be revisited when some of the shorter-term goals have been achieved.

Expected results

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A well-rounded view on individuals views of the future both in the short term and the long term with a focus on the characteristics needed for career goals.

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Appendix A

EQF Equivalencies

Afghanistan Certificate	EQF
Bachelor's degree Score 75% Additional 2 years relevant experience	Level 6
Master's degree	Level 6

Bangladesh Certificate	EQF
Higher Secondary Certificate (HSC)	Level 3 or 4
Bachelor degree (2/4 years) Score 2.5+ Additional 2/4 years relevant experience	Level 6

Eritrea Certificate	EQF
Eritrean secondary education certificate examination Score 70%+	Level 4
Undergraduate diploma Score 2.0+	Level 4
Bachelor degree Score 2.5+ 2 years additional experience required	Level 6

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Ethiopia Certificate	EQF
Ethiopian higher education entrance qualification certificate Score 70%+	Level 4
Bachelor degree Score 2.5+ 2 years additional experience required	Level 6

Iran Certificate	EQF
National High School Diploma Score 50%+	Level 3
National University Entrance Exam or Iranian pre-university certificate Score 12+	Level 4
Professional Doctorate Score 12+	Level 6

Iraq Certificate	EQF
Sixth form baccalaureate/Certificate of preparatory education 60%+	Level 3
Bachelor degree* Score 70%+	Level 6

*Discrepancy between NARIC and UCAS source

Nigeria Certificate	EQF
National Technical Certificate/ National Business Certificate/	Level 2 or 3
Advanced National Technical Certificate/ Advanced National Business Certificate/	Level 3

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Western African Senior School Certificate (WAEC)	Level 4
Senior School Certificate (NECO)	
National Diploma	Level 4
Higher National Diploma	Level 5
Postgraduate Diploma of Education Bachelor Master	Level 6

Pakistan Certificate	EQF
Intermediate/Higher Secondary School Certificate Score 50%+	Level 3
Bachelor degree (2 years) Score 60%+	Level 4
Bachelor degree (3 years) Score 2.5+ plus 2 years relevant work experience	Level 6
Bachelor degree (4 years) Score 2.5+	Level 6

Somalia Certificate	EQF
Secondary school leaving certificate Score 60%+	Level 3

Sudan Certificate	EQF
Sudan School certificate Score 50%+ (except for English)	Level 3
Bachelor Degree Score 60%-70%*	Level 6

Syria Certificate	EQF
Secondary School leaving certificate	Level 3

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60% (except for English)	
Bachelor Degree/ Licence 60% +	Level 6

Turkey Certificate	EQF
Devlet Lise Diplomasi (State High School Diploma) Lise Bitirme Diplomasi (Private High School Diploma)	Level 3
Teknik Lisesi Diplomasi	Level 4

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Toolkit References

Section one and two

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Section three

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Appendix A

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