IO2 - Training Curriculum on guidance, training and validation for migrant women working in care sectors.

WE CARE PROJECT

Providing access to guidance, training, and validation of non-formal and informal learning for migrant women working in care sectors

Table of Contents

Introduction

The Erasmus+ project We Care aims to provide access to guidance, training, and validation of non-formal and informal learning for migrant women working in care sectors.

For this purpose, the project will design outputs to provide adult educators, counsellors, and guidance personnel with the tools and materials needed to support migrant women working in care sectors. The following outputs will be designed:

- o **Digital library:** A repository of cutting-edge practices, resources and tools for adult education teachers, counsellors and guidance personnel on the guidance, training, and validation of non-formal and informal learning of migrant women working in care sectors.

- o **Training curriculum:** An innovative curriculum aimed at defining and supporting the recognition of the skills, knowledge, and competences that adult education teachers, counsellors and guidance personnel require to effectively provide guidance, training, and validation of non-formal and informal learning for migrant women working in care sectors.

- o **Manual:** Linked to the training curriculum, a useful open educational resource with concepts, methodologies, and approaches for reference by practitioners.

- o **Toolkit:** Linked to the training curriculum and the manual, a set of practical activities, to support teachers, counsellors, and guidance personnel.

Adult education teachers and educators from six partner organizations, representing adult education and VET providers and experts, public administrations, NGOs, and entities supporting migrant women from five countries (France, Ireland, Spain, Greece, and Turkey) worked together to facilitate access to upskilling pathways to migrant women.

Training Curriculum

Based on a learning outcomes-oriented approach which aligns with EQF and ECVET methodologies and tools, the We Care training curriculum aims to define and support the recognition of the skills, knowledge, and competences that adult education teachers, counsellors and guidance personnel require to effectively provide guidance, training, and validation of non-formal and informal learning for migrant women working in care sectors.

Furthermore, the We Care Training curriculum aims to facilitate the assessment of relevant learning outcomes according to ECVET methodology and equip adult education teachers, counsellors and guidance personnel with a methodology to facilitate and enhance the development, transfer and recognition of Learning Outcomes in the support of migrant women working in care sectors through guidance, training and validation of non-formal and informal learning, at a national and European level while setting out a potential avenue for future processes related to recognition, validation and certification of this profile.

To do so, the partnership has worked on the following items to achieve the Training Curriculum:

- o Setting up of the **Theoretical Framework** analysing European and National Qualification Frameworks.

- o Defining the **Competence Framework** and creating **the Learning Units**.

- o **Developing the Learning Outcomes** expressed in terms of Knowledge, Skills and Responsibility and Autonomy.

The Training Curriculum is an **Open Educational Resource** (OER) available in English and all the languages of the consortium and is accessible through the project website.

Description of the elements to be included in the Learning Outcomes

Aim

Overall description of the purpose, intention, or objective of the Unit.

Learning Outcomes

Knowledge
Collection of facts, principles, theories, and practices related to the field of studies or professional activity.

Skills
Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive, or creative thinking) or practical (implying manual skills and the use of methods, materials, tools, and instruments).

Responsibility and Autonomy
Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.

We Care Training Curriculum is aimed at **EQF level 5**

Qualification level	Knowledge	Skills	Responsibility and Autonomy
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Also, **each unit corresponds to 1 ECVET point and each ECVET point is set to 25 hours of blended learning** (contact, hands-on practice, autonomous studying, and assessment).

Units of Learning Outcomes (U)

U.1
Formal vs informal care sectors: implications for the labour market

U.2
The situation of migrant women in care sectors: needs and challenges.

U.3
Innovative guidance practices to support migrant women in care sectors.

U.4
Definition of Upskilling Pathways for migrant women in care sectors

U.5
Validation of non-formal and informal learning I– Developing and implementing validation for migrant women.

U.6
Validation of non-formal and informal learning II – Validation tools and methods

Unit of Learning Outcomes

Unit 1. Formal vs informal care sectors: Implications for the labour market

AIM

This unit aims to recognise the characteristics of informal and formal care sectors (types of jobs, contracts, career paths, legal requirements) to support female migrant transition from one sector to the other.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)
- o Contact: 15 hours
- o Hands-on practice: 3 hours
- o Autonomous studying: 5 hours
- o Assessment: 2 hours

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to…

Knowledge	Skills	Responsibility and Autonomy
K1. Present the characteristics of care sectors jobs	**S1.** Categorise and classify each kind of job by multiple criteria: formal/informal, skills, knowledge, etc.	**RA1.** Instruct trainees about judicial aspects of each job, type of contracts, etc. and what they imply
K2. Describe corresponding legal requirements	**S2.** Clarify what each job consists of	**RA2.** Instruct trainees about their rights and the legislation of the host country
K3. Identify the best career path according to individual characteristics	**S3.** Analyse each profile and deduce what would suit best	**RA3.** Act independently and be able to adapt accordingly to each person
K4. Illustrate by example of jobs and what they involve (skills, tasks, responsibilities, etc.)	**S4.** Provide detailed examples of jobs (with the conditions required, tasks implied, responsibilities, type of contracts, rights, future prospects, salary, etc.)	**RA4.** Monitor work processes of migrant women conducting their own research to find useful resources (government and employment centres websites/locations, etc.)

Unit 2. The situation of migrant women in care sectors: needs and challenges

AIM

This Unit aims to identify and interpret the needs and challenges faced by female migrants in (informal) care sectors at national and European level.

1 point (25 hours of blended learning)
- o Contact: 15 hours
- o Hands-on practice: 3 hours
- o Autonomous studying: 5 hours
- o Assessment: 2 hours

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to…

Knowledge	Skills	Responsibility and Autonomy
K1. Recognise basic tools to cover the needs of migrant women in the care sector	**S1.** Provide examples of abuse against migrant women in working environments and suggest coping methods	**RA1.** Instruct migrant women how to identify the legal characteristics of a safe working environment and the different context of formal and informal care sectors
K2. Identify the social, economic, and psychological needs and challenges of migrant women working in care sectors	**S2.** Conclude the consequences of working in undesirable conditions for migrant women working in care sectors	**RA2.** Assume responsibility to cooperate with colleagues and act independently in terms of choosing and adapting the research methods and techniques to support the needs and challenges of migrant women in the care sector
K3. Recognise the correlation between an individuals' productivity and state of mind when they feel safe and understood	**S3.** Formulate a design for a receptive and safe working environment for migrant women working in care sectors, synthesising the formal and informal care practices and methodologies	
K4. Determine a set of strategies to realise, analyse and adapt in a culturally diverse environment for better social inclusion of migrant women working in care sectors		

Unit 3. Innovative guidance practices to support migrant women in care sectors

AIM

This Unit aims to research, comprehend, and incorporate innovative guidance practices adapted to the female migrant reality (i.e., Career forecasting, re-orientation guidance, personal marketing strategies, networking, social participation, mental health support)

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)
- o Contact: 5 hours
- o Hands-on practice: 12 hours
- o Autonomous studying: 6 hours
- o Assessment: 2 hours

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to...

Knowledge	Skills	Responsibility and Autonomy
K1. Identify the skills gap of migrant women working in care sectors	**S1.** Provide effective migrant women re-orientation guidance to the workplace	**RA1.** Act independently and decide which methodology is relevant for each situation
K2. Recognise the cultural diversity of migrant women in the field	**S2.** Tailor the guidance with a gender-focused approach and by taking into consideration the cultural diversity of migration	**RA2.** Lead a team of migrant women and apply innovative guidance practices to support them
K3. Recognise the career aspects of care sectors	**S3.** Design and teach personal marketing & networking strategies that aim to promote the uniqueness of the services migrant women offer in care sectors	
K4. Recognise warning signs/conditions of mental health issues of migrant women working in care sectors	**S4.** Influence migrant women career decision-making by forecasting skills based on the future trends of care sector employment	

Unit 4. Definition of Upskilling Pathways for migrant women in care sectors

AIM

This Unit aims to define and establish the necessary upskilling pathways for female migrants in informal care sectors to support their transition to formal care settings.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)
- o   Contact: 5 hours
- o   Hands-on practice: 12 hours
- o   Autonomous studying: 6 hours
- o   Assessment: 2 hours

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to…

Knowledge	Skills	Responsibility and Autonomy
K1. Identify the purpose, key features, and methodologies of Upskilling Pathways that can be applied when supporting migrant women in care sectors	**S1.** Analyse the purpose, key features, and methodologies of Upskilling Pathways that can be applied when supporting migrant women in care sectors	**RA1.** Comply with the purpose, key features, and methodologies of Upskilling Pathways that can be applied when supporting migrant women in care sectors
K2. Recognise how to perform a skills assessment on migrant women in care sectors	**S2.** Assemble how to perform a skills assessment on migrant women in care sectors	**RA2.** Demonstrate to peers and/or superiors how to perform a skills assessment on migrant women in care sectors
K3. Gather the necessary information to offer a suitably personalised educational offer to a migrant woman in the care sector	**S3.** Compile the necessary information to offer a suitably personalised educational offer to a migrant woman in the care sector	**RA3.** Consider the necessary information to offer a suitably personalised educational offer to a migrant woman in the care sector
K4. Recognize the purpose, benefits, impact of, and potential barriers to validation and recognition of the acquired knowledge and skills	**S4.** Examine the purpose, benefits, impact of, and potential barriers to validation and recognition of acquired knowledge and skills	**RA4.** Make recommendations to migrant women about the purpose, benefits, impact of, and potential barriers to validation and recognition of acquired knowledge and skills

Unit 5. Validation of non-formal and informal learning I – Developing and implementing validation for migrant women

AIM
This unit aims to introduce the development and implementation of non-formal and informal validation for female migrant carers

ALLOCATED ECVET POINTS
1 point (25 hours of blended learning)
- o Contact: 9 hours
- o Hands-on practice: 9 hours
- o Autonomous studying: 5 hours
- o Assessment: 2 hours

LEARNING OUTCOMES
Upon competition of this Unit, the adult educator will be able to…

Knowledge	Skills	Responsibility and Autonomy
K1. Identify individual's achieved learning outcomes independently of the learning context (formal, non-formal or informal)	**S1.** Differentiate information about individual's achieved learning outcomes independently of the learning context (formal, non-formal or informal)	**RA1.** Interpret individual's achieved learning outcomes independently of the learning context (formal, non-formal or informal)
K2. Outline individual's achieved learning outcomes independently of the learning context (formal, non-formal or informal)	**S2.** Compile information about individual's achieved learning outcomes independently of the learning context (formal, non-formal or informal)	**RA2.** Document individual's achieved learning outcomes independently of the learning context (formal, non-formal or informal)
K3. Measure individual's achieved learning outcomes against standards independently of the learning context (formal, non-formal or informal)	**S3.** Compare individual's achieved learning outcomes against standards independently of the learning context (formal, non-formal or informal)	**RA3.** Assess individual's achieved learning outcomes against standards independently of the learning context (formal, non-formal or informal)

Unit 6. Validation of non-formal and informal learning II – Validation tools and methods

AIM

This unit aims to introduce the validation tools and methods proposed by official European organisations to validate non-formal and informal learning

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)
- o Contact: 9 hours
- o Hands-on practice: 9 hours
- o Autonomous studying: 5 hours
- o Assessment: 2 hours

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to…

Knowledge	Skills	Responsibility and Autonomy
K1. Define the formative and summative approach to assessment	**S1.** Differentiate the formative and summative approach to assessment	**RA1.** Compare the formative and summative approach to assessment
K2. Identify methods to extract evidence	**S2.** Make use of methods to extract evidence	**RA2.** Decide which methods to extract evidence suit the proposal better
K3. Identify methods to present and document evidence	**S3.** Make use of methods to present and document evidence	**RA3.** Decide which methods to present and document evidence suit the proposal better
K4. Match the criteria with the learning validation purpose	**S4.** Check the criteria with the learning validation purpose	**RA4.** Interpret the criteria with the learning validation purpose