

IO3 - Manual

Project number : 2020-FR01-KA204-080142

WE CARE PROJECT

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



This project has been funded with the support of the European Commission. The information reflects the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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INTRODUCTION

Health care is an important sector in all European countries and traditionally, health and social care workers are predominantly women. In 2016, at the EU27 average 18 million out of 23 million employees in health and social services were women, that is to say 78% of the total health workforce.

Ageing in late industrial economies, combined with rising demographic dependency ratios and female labour force participation have led to emerging care deficits in Europe. Increasingly, immigrant women are being drawn into receiving country economies to care, often in informal settings, and frequently engaged by private households. The lack of legal status puts undocumented immigrants working in the care sector in many countries at risk of abuse.

WE CARE project aims to address the described needs and challenges by designing and co-creating new methods and tools addressed to adult education teachers, counsellors and guidance personnel in order to support innovative practices in guidance, training and validation of non-formal and informal learning of migrant women working in care sectors in Europe

Aims and objectives of IO3

This output leads to provide concepts, definitions and innovative methodological approaches. These approaches will be used for the purposes of teaching and learning adult education teachers, counsellors and guidance personnel to the support of migrant women working in care sectors through guidance, training and validation of non-formal and informal learning. A gender-focused approach will be integrated to gain a greater understanding of the factors influencing the approach of volunteers and professionals

This output is a natural follow-on from the developed training curriculum (IO2) and will serve as guidelines for the practical implementation of the training elements identified in the curriculum. The Manual will compliment and work alongside all other practical project outputs and will provide, in addition to other elements:

- A theoretical introduction, approaches and general notions on guidance, training and validation of non-formal and informal learning for migrant women working in care sectors, drawing upon the initial research developed in the project;
- Conceptual knowledge and methodological support related to adult education teachers, counsellors and guidance personnel in the support of migrant women working in care sectors through guidance, training and validation of non-formal and informal learning;
- Innovative and cutting-edge pedagogical approaches, methodologies, teaching and learning practices, case studies and other elements related to the project area, as well as useful additional readings and recommendations





Target group and end users



Adult education teachers, counsellors and guidance personnel involved in the support of migrant women working in care sectors



Final users: migrant women working in care sectors at a national and European level

3



Co-funded by the
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IO3: PARTNERS INVOLVED AND THEIR ROLE

ORGANISATION	COUNTRY	RESPONSIBILITY
IFRTS	FRANCE	PROJECT COORDINATOR, OUTPUT LEADER AND DEVELOPER
IASIS	GREECE	OUTPUT DEVELOPER
INFODEF	SPAIN	OUTPUT DEVELOPER
GOI	TURKEY	OUTPUT DEVELOPER
LA BIEN PAGA	SPAIN	OUTPUT DEVELOPER
INQS	IRELAND	OUTPUT DEVELOPER AND INTERNAL EVALUATOR



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103 UNITS

The WE CARE Manual is made up of 6 units as follows:

- 1** Formal vs Informal Care sectors: implications for the labour market
- 2** Situation of migrant women in the care sectors: needs and challenges
- 3** Innovative practices in guidance to support migrant women in care sectors
- 4** Definition of Upskilling Pathways for migrant women in care sectors
- 5** Validation of non-formal and informal learning (I) – Developing and implementing validation for women
- 6** Validation of non-formal and informal learning (II) – Validation tools and methods





Learning Unit

N°1





LEARNING UNIT N°1: FORMAL VS INFORMAL CARE SECTORS: IMPLICATIONS FOR THE LABOUR MARKET

Learning Unit n°1	
Introduction	Formal vs informal care sectors: implications for the labour market
	<p>The unit will help the trainers to recognize the characteristics of informal and formal care sectors (type of jobs, contracts, career paths, legal requirements) to support female migrant transition from one sector to the other.</p> <p>They will have the basis and the theoretical tools to understand why there is a gap between informal and formal care and why informal care is an ongoing and increasing activity. It will help the trainers to better understand the impact it has on the care labour market and thereby on the migrant women in the care sectors.</p> <p>This chapter will provide detailed examples of jobs and materials on the problematic of formal vs informal care sectors.</p> <p>Upon completion of this Unit the trainer will be able to:</p> <ul style="list-style-type: none">• Present the characteristics of care sectors jobs• Describe corresponding legal requirements• Identify the best career path according to individual characteristics• Illustrate by example of jobs and what they involve (skills, tasks, responsibilities, etc.) <p>This unit includes, in addition to a theoretical approach and conceptual knowledge, innovative pedagogical approaches, assessment methodologies, cutting edge practices and inspiring experiences to address this issue.</p> <p>It is important to take the matter point by point in order to help the trainers to have a clear and defined perspective of the care sector whether it is informal or formal.</p> <p>It is also valuable that the trainers have a defined and wide picture of the labour market in the care sectors, it will help them to provide guidance and give better advice to the learners.</p> <p>In the end, it will help them to better analyse each profile and match it to the most appropriate job in the labour market.</p>





Duration	25 hours of blended learning: <ul style="list-style-type: none"> ● Contact: 15 hours ● Hands-on practice: 3 hours ● Autonomous studying: 5 hours ● Assessment: 2 hours
Content	
Theoretical approach	<p>According to a study ordered by the European Commission on exploring the incidence and costs of informal long-term care in the EU, the prevalence of informal care has been confirmed, involving 52 million people (caregivers and care receivers), being 14,4% of the adult population aged from 18 to 74. 80% of the long-term care are delivered informally. Women represent close to 60% of the informal carers.</p> <p>Currently, women make up over 50% of the migrants to the UE (about 51,6%). This proportion is actually constant for decades, but there is an upward trend in recent years for migrant women who move independently to another foreign country to work, study, or as heads of households to raise their children.</p> <p>Migrants, and particularly women migrants, are considered by most of the decision makers in UE as low skilled people with low levels of education. Therefore, in addition to facing problems with legal requirements regarding their right of residence, they also face a lack of skills and education recognition in the labour market, which makes social inclusion in their new society more difficult.</p> <p>However, the World Health Organization points out that imbalances and lack of workers in the care sector are a major problem in the European area. Although forecasts highlight the increase in public spending on the care sector in the coming years, due in particular to the ageing of the population, the sector will be impacted by the growing demand for labour and there is therefore an urgent need for training to meet the EU's care requirements. The COVID-19 crisis exposed and worsen the situation: European Union established 'EU4Health Programme' for the period 2021-2027 aiming to improve and foster health in the Union, tackle cross-border health threats, improve medicinal products, medical devices and crisis relevant products, and to strengthen health systems, their resilience and resource efficiency.</p> <p>This state of play should contribute to the inclusion of women migrant in the labour market and represent a career opportunity</p>





	<p>for them and because care sector is one of the most feminized: some occupations as midwife are almost entirely practiced by women due to several complex factors (social, gender, etc.). To do so the characteristics of care sectors jobs should be addressed as well as the common legal requirements in EU. This will allow for the proper identification of migrant women's career paths in the care sector and provide them with appropriate guidance based on their individual characteristics.</p>
<p>Conceptual knowledge</p>	<p>The characteristics of the formal care sector</p> <p>The caregivers from the formal care sector are in the most cases, caregivers who are paid professionals. They could also be volunteers working for a charity. Formal caregivers are health professionals: they are well-trained and have acquired skills and knowledge to deliver caring services.</p> <p>Education and training are provided in accredited organizations that issue a diploma and certification to practice the health professions. Formal training of health professionals occurs within a hierarchized legal framework involving public authority in its organisation and implementation. The quality of education and training is a matter of national importance in each country. Quality assurance is under the collective responsibility if the academic community, health systems, regulatory authorities and governments. It involves accreditation of educational institutions and programmes, professional regulation and many others.</p> <p>Quality assurance induces that health professionals are well-trained and have the proper knowledge and skills. Because of the healthcare industry is continuously evolving, care providers have to regularly keep up with new techniques and technologies and expand their knowledge and skills. To do so, health professionals working in formal settings benefits from continuous education which is become essential for these professionals regarding the increasing needs and investments in healthcare industry.</p> <p>Most of the healthcare professionals work in the public sector, in public facilities. In many healthcare systems, they are allowed to work independently, e.g. nurses who can provide home care and visit patients. In some cases, e.g. physicians, they are able to combine work in the public and private sector.</p> <p>In summary, formal caregivers are healthcare professionals with tools, materials, professional settings, skills and knowledge to best practice their profession and perform their caregiving tasks.</p> <p>The characteristics of the informal care sector</p>





	<p>Informal care is any care or help provided to older and dependent persons (older people, adults, young people and children with disabilities or/and mental health issues...).</p> <p>"Informal" caregivers are also called "family caregivers", are people who provide care to relatives or friends, usually unpaid. This care usually takes place at home, for an elderly relative, partner or non-relative, someone ill or disabled. These tasks may include running errands, housekeeping and preparing food. They may also assist the person with clothing, rising from bed, feeding and incontinence management.</p> <p>The available estimates of the number of informal caregivers ranges from 10% up to 25% of the total population in Europe. The demographic change to come, impacted by the population ageing, may make informal care even more important in the future.</p> <p>Informal care is already essential in all long-term care (LTC) systems in Europe but there is a lack of standardization in the European policies. Long-term care is included in the European Pillar of Social Rights, Principle 18: " <i>Everyone has the right to affordable long-term care services of good quality, in particular home-care and community-based services</i>". However, the Pillar offers only a non-restrictive framework: treaties expressly prohibit the EU from harmonizing legislation in the social field, as stated in Article 4 of the Treaty on the Functioning of the European Union (TFEU). Therefore, there are differences in LTC conception in EU and they are rooted in countries history, in particular in their social assistance legislation and in their social welfare policies. The conception of LTC is different across EU: generally, in Northern European countries, LTC is based on the social rights at any person's disposal, while in the Southern European countries LTC services are provided where there are a lack of social networks and when the financial means of the person in need are insufficient to pay for private arrangements (Rothgang/Engelke,2009).</p> <p>In general, the informal carers are a family member (according several inquiries, around 90% of informal caregivers) and play this role de facto: although they accepted to take care of the care receiver, this situation is imposed on them.</p> <p>Unlike the formal care sector, they are not health professionals, in other words, they are not trained medical workers. Many of them have a job in addition of their caregiver responsibilities: in France, according a study directed by DREES (Directorate of Research, Studies, Evaluation and Statistics), 37% of the informal caregivers are already employed.</p> <p>Several studies and informal caregivers' associations pointed out this lack of professionalization including appropriate skills, time allocated to the beneficiary in addition of their job, and social</p>
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recognition, both from the perspective of policy makers and the general public.

Informal care tends to be “formalized” in the EU through the provision of appropriate skills training, care allowances, and national policies and social provisions (premise of recognition of caregiver status, labor law provisions including special working arrangements, cash/in-kind benefits for the recipient, etc...).

In most European countries, informal carers start to benefit from the best practices of the professional care sector and enable them to improve their care services by, for example, avoiding unnecessary fatigue, especially during handling operations.

Unless informal caregivers are not salaried, informal care has ‘hidden costs’ for the public administration.

Profile of jobs in the care sector

The health workforce is essential for the delivery of healthcare. The care sector offers a wide range of opportunities for who is interested in working into this sector. In general, people refer to doctors, nurses and pharmacists when they address the care sector but there is a large spectrum of persons and professions involved and all play a part in contributing to the achievement of better health. The need of workforce in care sector is strongly increasing since years. The Covid-19 health crisis highlighted the need of having a strong and prepared health system including a well-trained staff to cope with challenges induced by this type of event threatening more than only the health sector. To adapt to the increasing pace of change, EU countries are investing an average of 10% of their GDP in their health care systems, and all available official data forecast that this percentage will increase in the future. Therefore, the labour market in the care sector is flourishing and will offer professional opportunities in the future and this trend will continue for years to come. In other words, the care sector needs a well-trained workforce for not only high-education jobs, but also for the lower-skilled jobs that play an important role in the health care system, including family caregivers.

Most common skills required to work in care sector:

- Active listening
- Rigor
- Empathy
- Teamwork
- Patience
- Physical and intellectual resilience
- Emotional Intelligence
- Proactivity





- Identify and manage emotions
- Body language

The health care sector is predominantly occupied by women in the EU, with one of the highest rates of female occupations with an average of 70% of women working in this sector. This rate can be even higher if we consider only personnel dedicated to care services, such as nurses or midwives (men are practically absent from these jobs).

Requirement to work in care sector

A well-trained health workforce is a precondition for achieving health systems objectives. However, shortages and skill-mismatches of health professionals threaten health systems in EU. Workforce issues have immediate results for the efficiency and smooth functioning of health systems. The situation has been worsening in developed countries, and specifically in the EU for years. To address this health workforce problem, mobility and migration of health workers had to be addressed. For years, countries use restrictive conditions to regulate the supply of health personnel and monitor it. France and other countries have a system of *numerus clausus*, in other words an admission cap, a quota limiting entry into medicine in universities. Though this system is reduced in all countries that use it. In addition, the urgent need for workforce in this sector led countries to facilitate the access of health professionals to their labour market by improving their system of skills recognition as well as the mobility and migration of these latter. To mitigate unwanted effects and strengthen positive ones, the Member States of the World Health Organization have adopted the Global Code of Practice on the International recruitment of Health Personnel. According to the Code, staff recruitment shall take into account the rights, obligations and expectations of source countries, destination countries and migrant health personnel.

Directive 2005/36/CE

This directive on the recognition of professional qualifications set a system of professional recognition in the EU, extended to the European Economic Area (EEA), the European Free Trade Association (EFTA) and Switzerland.

It aims to allow professionals from other EU countries to access labour market, to facilitate the transnational services and to simplify the administrative procedures.

The professions who benefit from automatic recognition on the basis of harmonized minimum training requirements under the





directive are nurses, midwives, doctors, dental practitioners, pharmacists, architects and veterinary surgeons.

The directive also sets rules for professionals who want to establish themselves permanently in another EU country where they did not obtain their professional qualification.

Profile/characteristics of migrant women in Europe

The United Nations Department of Economic and Social Affairs estimates that 51,6% of the migrants in Europe in 2020 are women, higher than the international average (48.1 percent).

A new trend observed in recent years is the migration of women on their own for study or work, while in the past they migrated as dependents spouses or other family members. But many are forced to leave their countries due to violent situations (conflict, persecution, ...). They are still a vulnerable group even in their host countries facing barriers that prevent them to fully and equally participate in social, economic and political life. In addition, they are a group at risks of exploitation, violence and abuse.

In 2020, 38% of adult female migrants aged 25-54 born in another EU member state had tertiary education (levels 5-8). This rate is lower for migrant women born outside the EU (31%).

Temporary and circular migrant workers usually arrive in host countries with a pre-arranged work agreement and may not need specific support with job searching. But permanent migrant workers need support for recognition of skills in the country of origin. They are vulnerable to skills mismatch for several reasons: lack of transferability of qualifications, work experience discounted, limitations in language skills...

The labour market care sectors:

Definition: *Update on the LTC in Europe by the OECD*

European Union countries and Long-term care (LTC) systems in Organization for Economic Cooperation and Development (OECD) are being pushed to adjust. Demand for LTC services is expected to grow since the proportion of people over age 65 in the coming decades-raising concerns about financial viability. Seniors nowadays do not just want to optimize their remaining days; they want a higher quality of life till the end. They want care services





that respect the concepts of dignity and well-being and that are provided closer to home and loved ones.

As a labour-intensive sector, the durability and productivity of LTC services depend heavily on an effective and efficient workforce. Meeting the latter is a major challenge. Although the demand for LTC is expected to increase over the next several decades, barriers to hiring and retaining an appropriate workforce remain. Worker skills developed through education and training do not always match LTC tasks, raising questions about productivity. Many countries still lack comprehensive strategies to professionalize LTC workers, and career development opportunities are limited.

The OECD explores the obstacles to promoting a higher quality LTC workforce and the policy options for making it a reality. Topics examined include training and education, hiring and retaining, improving efficiency and use of information technology, coordination between social and health care workers, and coordination between formal and informal workers.

Formal and informal care sectors, their impact on the labour market

Definition: the labour market after Covid-19 and its impact on the long-term care market

Europe needs to keep raising labour-market participation:

After the COVID-19 crisis, the economy needs to recover. It will be necessary to raise labour participation to deal with the decreasing working-age population. The national governments may have to consider broad labour-market and pension reforms to increase employment rates. Because women in Western Europe still do two-thirds of all unpaid care work, the female labour force participation remains significantly below that of men. Employers can interest and retain women by offering more flexible schedules, part-time work, and remote-work options. Governments can also provide tax incentives for second earners in a family and ensure that public childcare and eldercare programs are widely available.

Employers and governments need to focus on long-term labour market trends as they prepare for the post-pandemic era. Demographics could work in Europe's favour with accelerated automation adoption. Helping individuals connect with new opportunities and prepare for the jobs of tomorrow will challenge every community across the continent.

Problematic: The unpaid work





Unpaid work has increased with the pandemic. Women, in particular, are at risk of dropping out of the labour market to become caregivers and look after their relatives. This may have a longer-term negative impact on gender equality. When female caregivers shorten their working hours, turn to more accommodating jobs and shorter commute times, it limits the potential for augmentation. The number of jobs that meet these criteria is more limited, negotiating power may be lower, and there are fewer opportunities for career growth than for full-time workers. These effects of the pandemic could be longer term and felt for many years (OECD, 2021c).

Examples of jobs and what they involve

Health Care assistant (HCA)

As a health care professional, the health care assistant is empowered to provide health care services to preserve and restore the continuation of life, well-being and independence of the care receiver.

Main Tasks:

- To support the care receiver in everyday and social activities in line with his/her life project
- To participate in the customized care project in line with his/her skills expertise
- To carry out the maintenance of the care receiver's environment and materials related to his/her care services activities

Certified skills:

- Supporting and caring the care receiver in the activities of daily life and social life by identifying weaknesses
- Assessment of the care receiver's clinical condition and implementation of adapted care in collaboration with the nurse, integrating quality and risk prevention
- Information and support for people and their families, professionals and learners
- Maintenance of the immediate environment of the person and materials related to the care activities, the place and the situations of intervention

Path to certification:

The level of qualification for HCAs in European countries where data is available regarding the European Qualification Framework ranges from 2 to 4.





	<p>Requirements to become HCA are different according EU countries: most countries have a minimum age for the start of education and expect at least graduation from primary school. Other countries require completion of basic social and healthcare training.</p> <p>Funding</p> <p>In most of the EU countries, training is supported by public funding. In other cases, the education is privately funded by the employer.</p> <p>Job prospects</p> <p>There is a serious shortage of health care assistants in all EU countries. The profession is thriving and offers opportunities at home and abroad thanks to the mobility systems set up, including the system of skills recognition.</p> <p>Areas of employment</p> <p>Hospitals, Nursing homes for elderly, Home-based care, medical health care agencies centres,...</p>
<p>Innovative pedagogical approaches / Means of transmission</p>	<p>Facilitating the integration of immigrant women - taking an interest, understanding, taking it into account</p> <p>Grdr is a ONG (law 1901), without political or religious affiliation. In France as well as in West Africa, women and men, students, farmers, migrants, young workers, retirees or people simply concerned by the theme "migration, citizenship and development", mobilize alongside Grdr, to provide their support, give their time and offer their skills voluntarily.</p> <p>Situation/Context:</p> <p>Since 2008, women have been the majority of immigrants in France. Most of these women live in vulnerable urban areas and have a high percentage of unemployment. The projects led by Grdr with women in Haut de France and the actors working with this public underline as the main obstacles to access to employment, law and health for women: the lack of mastery of French, the lack of qualification, the difficulty of access to training, the lack of autonomy to look for a job, the lack of mastery of the codes of French society.</p> <p>Access to local services is essential to support their integration process. However, these services must be adapted to the</p>





difficulties encountered by the public and to specific socio-cultural contexts. Many local actors who accompany these women feel helpless in the face of this public and isolated in the face of the challenges posed by migration.

Objective:

The project aims to contribute to the improvement of the social and professional integration of immigrant women in their host territory.

1. To reinforce the capacities of women from migrant backgrounds in their oral practice of the French language as well as in their knowledge of their rights and of the existing mechanisms.
2. To reinforce the capacities and knowledge of local actors welcoming this public on interculturality, so that they can themselves propose an adapted support.
3. To multiply the links between the common rights systems and immigrant women through meetings, identification of blockages and misunderstandings.

Activities:

1. Animation / co-animation of thematic exchange workshops

Grdr animates a program of exchange workshops for migrant women who need to practice oral French as well as information and understanding of the codes of French society, of their rights in France and of the functioning of the institutions on the daily life issues they are confronted with. Local services are invited to the workshops in order to facilitate inter-knowledge.

2. Animation of artistic workshops for self-expression and self-esteem

Artistic workshops aim to work on the women's expression (in French), the appropriation of the codes of the host society, but also allow them to work on their self-esteem, the identification of the individual skills that each one can mobilize in her journey (of social inclusion, of professional insertion...). They contribute to the opening of these women to their territory, to culture, to the world and to others, and allow them to make their words, their vision of the world, their existence visible in the public space by means of public restitutions of the work carried out.

3. Sensitization of local actors

Grdr runs training sessions for professionals of local services and volunteers of associations working with people of migrant origin





	<p>on the intercultural approach and on the specific vulnerabilities of immigrant women.</p> <p><u>4. Co-facilitation of working groups for professionals and volunteers</u></p> <p>Experience sharing groups allow professionals and volunteers to analyze their practices and to network.</p> <p>Beneficiaries: The beneficiaries of the project are immigrant women as well as local actors working with immigrant populations, especially women.</p> <p>Location and duration: The project takes place mainly in the city of Lille metropolitan area in France but actions with women and training for local actors are also implemented in this French region.</p> <p>Results in 2019:</p> <p>→ with immigrant women</p> <ul style="list-style-type: none"> • 103 exchange and expression workshops for immigrant women in social centres in political neighbourhoods in Lille, Roubaix and Tourcoing, as well as in partner social structures in the region • 106 women took part in these workshops, some on an occasional basis, others on a regular basis • 6 inter-neighbourhood outings to discover cultural places, attend events (Women's Rights Day) and get a foothold in their environment <p>→ with local actors (social action professionals and volunteers)</p> <ul style="list-style-type: none"> • 8 training courses on the themes of women's migratory paths and the intercultural approach (75 beneficiaries) - networking of professionals and volunteers • 3 capacity building and networking workshops for local actors on issues related to the support of immigrants (29 beneficiaries) <p>→ with the general public</p> <ul style="list-style-type: none"> • - 1 screening and debate on the occasion of Women's Rights Day (screening of the film The Source of Women by Radu Mihaileanu); 75 spectators
<p>Assessment methodologies</p>	<p>Recognition of Prior Learning (RPL)</p> <p>The Recognition of Prior Learning (RPL) is a process that recognizes the skills gained through prior study (whether it is formal, informal or non-formal) or previous work experience or</p>





volunteer work. It allows individuals to be issued all, or units of competency from, a nationally recognized qualification by demonstrating skills, understanding and experience in a particular field of work. RPL provides an opportunity for people to acquire qualification, or credits for a qualification, or exemptions without going through a formal education or training programme, in order to improve their employability and to make their skills recognized.

The recognition process can be managed by an assessment center or training organisation which conducts assessments in different sectors.

RPL positive impacts for migrant workers:

- Improving employment opportunities and easing their integration in the labour market
- Easing the formal path to certification, through credit transfer processes
- Planning a lifelong learning perspective
- Increasing self-esteem and motivation to be proactive in their job search

The standards for assessment/validation of informal learning are the same as those for formal educational training and occupational standards. Occupational standards are defined by descriptors including what is expected to know and to do regarding the profession targeted.

RPL assessment determines the consistency between an applicant's learning outcomes and an occupational standard. The learning outcomes are statements that describe the knowledge or skills learners should acquire through an education or training programme. They include information contained in the occupational standard, which is more general.

If RPL process identifies shortages that will prevent someone from pursuing his or her career or training pathway, he/ she could follow a skills development programme to complete it.

Migrant workers should start the recognition procedure before moving to the host country.

Digital badges

A Digital badge is an indicator of accomplishment or skill that can be displayed, accessed and verified online. It is a modern and efficient tool for skills recognition. Digital badges validate the accomplishment, skill or competencies acquired in learning environments.





Cutting-edge practices

1st practice: ENSEMBLE PROJECT- Erasmus+

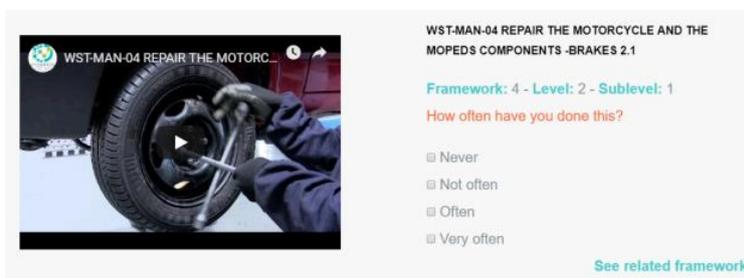
ENSEMBLE is a project funded with the support of the Erasmus+ programme from 2017 to 2019. 'Expectations and Non-formal Skills to Empower Migrants and Boost Local Economy' aims at developing and validating an NFIL mechanism of skills recognition for migrants (Non formal and Informal Learning mechanism). This mechanism consists in a transcultural alignment toolkit, a multimedia Skills Dashboard and a manual addressed to VET educators.

The transcultural alignment toolkit aims to facilitate the intercultural approach including how to conduct an interview with the migrant worker in order to collect information

The ENSEMBLE Skills Dashboard is a recognition tool made up of 43 videos representing the main work activities of three key economic sectors of the European Economy in which migrants often find employment:

- Catering
- Construction
- Manufacturing

The videos do not contain audio commentaries to avoid linguistic misunderstandings. They are sequences that simply need to be observed and used as practical example of an activity that the migrant recognizes, or not, as a task she/he already performed in the past.

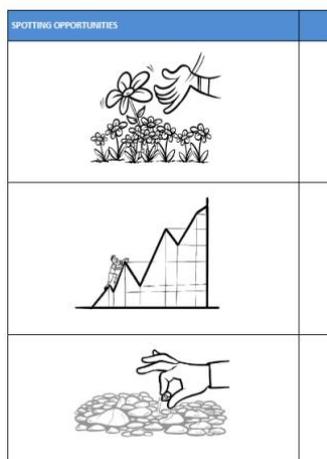


The ENSEMBLE Skills Dashboard also includes 35 drawings representing the dimensions of the 7 European Key Competence





“Entrepreneurship” according the “Entrecomp” Framework developed by DG EMPL.



The NFIL mechanism developed by ENSEMBLE allows VET educators to profile the professional skills of migrants in order to guide them towards the most suitable VET offer for employment.

2nd Practice: ‘Recognition in Germany’

<https://www.anererkennung-in-deutschland.de/html/en/index.php>

‘Recognition in Germany’ is an information portal of the German government for the recognition of foreign professional qualifications. This portal aims to improve labour market access for people from migrant backgrounds. It is multilingual (10 languages) and provides information on Germany’s vocational education and training system including skills recognition system:

- Recognition finder to find out how and where you can have your foreign profession recognized
- Nearest counselling centre in Germany or other countries
- FAQ about professional recognition in Germany
- A simple language mode for people with learning difficulties
- Inspirational experiences with success stories from several occupational fields (Health, Engineering, Business & Management,...)
- A media library

Inspiring experiences

This [article](#) by Infomigrants was published in 2020 during the COVID 19 pandemic. It contains testimonies from migrant health





	<p>professionals stating their willingness to be mobilized in the French health system to support it during the crisis.</p> <p>Bayan Ustwani, a 53-year-old Syrian refugee pharmacist who has been living in France for 5 years, explains his frustration with the crisis situation and his skills that he cannot use even in such severe situations because of regulations. He also mentioned that he has not practiced his profession since his arrival in France due to the non-recognition of his Syrian diploma “To get it, I would have had to study for several years, I could not, I had to work right away”. He runs a Facebook page gathering other migrant and refugee health professionals willing to help France in this pandemic.</p> <p>At that time, only one member registered on the Facebook page was contacted by a public health organisation which makes Bayan fatalist: “I’m a little bit surprised, but it is what it is”.</p> <p>The European Council and the health authorities have stressed the need to mobilize these personnel who have the skills, knowledge and experience to deal with the situation.</p>
Material	
	<p>TED TALK : The hidden role informal caregivers play in health care Scott Williams</p> <p>https://www.youtube.com/watch?v=C6mNITMY7e0</p>
Additional reading (optional)	
	<ul style="list-style-type: none"> • Euroaxess, <i>Labor market information - Healthcare sector</i> https://cdn1.euraxess.org/sites/default/files/labor_market_information-healthcare_sector_1.pdf • Eurofound, <i>Employment and labour markets</i> https://www.eurofound.europa.eu/topic/employment
Bibliography	
	<ul style="list-style-type: none"> • <i>Long-term care workforce : caring for the ageing population with dignity - OCDE.</i> (s. d.). OECD. https://www.oecd.org/fr/sante/systemes-sante/long-term-care-workforce.htm • <i>Long-term care workforce : Employment and working conditions.</i> (s. d.). Eurofound. https://www.eurofound.europa.eu/publications/customised-report/2020/long-term-care-workforce-employment-and-working-conditions





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	<p>vider3/studies---external/human-resources-for-health.pdf?sfvrsn=8da411bf_3&download=true</p> <ul style="list-style-type: none"> Centers of Disease Control. (2012). Health Professional Mobility and Health Systems : Evidence from 17 European Countries (Observatory Studies) (Illustrated éd.). World Health Organization. https://apps.who.int/iris/rest/bitstreams/1278348/retrieve ILO (2020). How to facilitate the recognition of skills of migrant workers: Guide for Employment services Providers (2nd Edition) https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---migrant/documents/publication/wcms_748721.pdf Faciliter l'intégration des femmes immigrées – s'intéresser, comprendre, en tenir compte https://grdr.org/Faciliter-l-integration-des-femmes-immigrees-s-interesser-comprendre-en-tenir
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Case studies

	<p>Case study 1</p> <p><i>Exploring the collaboration between formal and informal care from the professional perspective—A thematic synthesis</i></p> <p>A study from Amsterdam, Netherland :</p> <p>https://onlinelibrary.wiley.com/doi/pdf/10.1111/hsc.12503</p> <p>Hengelaar AH, van Hartingsveldt M, Wittenberg Y, van Etten-Jamaludin FS, Kwekkeboom R, Satink T. Exploring the collaboration between formal and informal care from the professional perspective—A thematic synthesis. Health Soc Care Community. 2018;26:474–485.</p> <p><i>Purpose of the study :</i> To illustrate the complex, multi-faceted and dynamic interface of professionals and informal care.</p> <p><i>Findings:</i></p> <p>Thematic synthesis of 22 articles resulted in 150 segments or codes meaningful to the aim of this research. These 150 segments were grouped into descriptive themes, and in the final phase interpreted into seven thematic themes:</p> <ol style="list-style-type: none"> 1. The struggle experienced by professionals between being an expert versus partner towards the informal caregiver, 2. communication within the care triad, 3. the experienced hierarchy in the care triad,
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4. professionals regarded informal caregivers as essential,
5. professionals reported a mismatch between the provided services and the needs of informal caregivers,
6. professionals felt restricted by the collaboration
7. some professionals reflected on diversity in collaboration

Conclusion

Working in collaboration with informal caregivers requires a different way of functioning for professionals. Professionals should not only be focused on enabling participation of the client but also on supporting the informal caregiver by working in collaboration with him or her. The urgency to meet the support needs of informal caregivers is high. It is necessary to cultivate an awareness of how professionals can support these needs in collaboration with the caregivers and the care recipient. From the professional's perspective, the collaboration was influenced by different factors on different levels. The context of collaboration was adversely affected by decisions of a political and organizational nature. The perspectives of the professional and informal caregiver on collaboration differ and professionals who are not confident limit themselves to only giving basic advice. This makes the collaboration a complex endeavour in need of specific guidelines and training for the professionals. Therefore, supporting informal caregivers should be included in the curricula of allied health, nursing and social work education with an emphasis on diversity. This is necessary in the light of the current policy changes in the Netherlands where an increased emphasis is placed on informal care structures.

Case study 2

The challenging roles of informal carers

A study by UNECE

https://unece.org/DAM/pau/age/Policy_briefs/ECE_WG1_31.pdf

Conclusion

This policy brief has highlighted key issues to be addressed to support informal carers in their challenging roles across the UNECE region. Going forward, systematic and comprehensive support measures for informal carers need to be included in developing integrated, person-centred and sustainable long-term





	<p>care systems that provide quality care to those who need it. Specifically, the following is recommended:</p> <ul style="list-style-type: none"> • To improve the status and recognition of informal carers, it is necessary to develop a clear definition of informal care and informal carers at the national level, to raise awareness about the challenges of informal long-term care, and to give families real choice between alternative care arrangements. This entails assessing the needs of informal carers at both individual and societal level. • To alleviate the strain on informal carers while also recognizing and supporting them in their fundamental role of providing care, professional carers need to be better trained to cooperate with informal carers, and formal care services need to acknowledge informal carers as co-producers and as co-clients in the care process. • To facilitate the reconciliation of employment, informal care and personal life, it is necessary to provide access to care leaves, flexible working arrangements and supportive work cultures and to improve the availability of community-based support services such as flexible home care, day-care, and respite care. Bureaucratic and administrative procedures need to be minimized to improve access to services and benefits. • It is important to provide better access to information about available support and services, including psychological support, and to build the skills of informal carers through training. • To combat inequalities and to avoid that informal caregivers, including live-in migrant care workers, get penalized for their work it is necessary to ensure income security and social protection, including health care coverage, pension contributions and accident insurance.
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Self-Evaluation Tests and Activities + ANSWERS

	<p>Multiple choice questions</p> <p>1-Who are the “formal” caregivers?</p> <ul style="list-style-type: none"> a. Formal caregivers are well-trained health professionals who have acquired skills and knowledge to deliver caring services b. They are people who have an authorization from the person taking cared of
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- c. They are formal caregivers when they work only in a public institution

2-Who are the informal caregivers?

- a. They are trained and paid people giving care at home
- b. They are called family caregivers, who provide care to family or friends usually without payment**
- c. They are people who used to be formal caregiver

3-“LTC” stands for :

- a. Long-term commitment
- b. Long-term care**
- c. Long-term control

4-Most of the time, caregivers are not impacted by their work:

- a. False**
- b. True
- c. We do not have information about it

5-Women, most of the time migrant women, are the most impacted by the informal care issue:

- a. False
- b. True**
- c. We do not have information about it

Written assignment

You are now invited to try to explain with your own words and with the help of the studies and articles shared in this learning unit, how the formal and informal care have an impact on the labour market and what could be the solutions in order to help the caregivers?





Learning Unit

N°2





LEARNING UNIT N°2: THE SITUATION OF MIGRANT WOMEN IN CARE SECTORS: NEEDS AND CHALLENGES

Learning Unit N°2	
	The situation of migrant women in care sectors: needs and challenges
Introduction	<p>With the help of this section, the professionals working with migrant women working in care sectors are provided with insights, theoretical and conceptual knowledge, pedagogical approaches and methodologies alongside with practices and assessment tools. The initial purpose is to support the adult education providers with interactive approach and provide learners with a learning area in which there is space meant for their own ideas of needs and challenges. Within the scope of the contents for Unit 2: Situation of migrant women in the care sectors: needs and challenges, the main themes addressed as follows:</p> <ul style="list-style-type: none"> - Gender approach within the scope of gender-based labour force distribution - Legal status - Humane rights and treaties embodied protecting migrant workers' rights - Challenges and abuses in care workers' sectors in migrant context - Safer working environments - Inspirational and motivational examples of supporting movements for migrant women working in informal care sectors <p>By the end of this unit, the professionals working with migrant woman caregivers will be able to:</p> <ul style="list-style-type: none"> - recognize the relation between the challenges and the migration types - define the meaning of "safe environment" and the necessary conditions - make use of stories of migrant women with similar background to motivate migrant women working in care sector - describe the need of migrant care givers for an aging society - list the legal rights in migration context
Duration	<p>1 point (25 hours of blended learning)</p> <ul style="list-style-type: none"> ● Contact: 15 hours ● Hands-on practice: 3 hours ● Autonomous studying: 5 hours ● Assessment: 2 hours





Content	
<p>Theoretical approach</p>	<p>Women across the world shoulder most of the effort in providing care to those who need it. Among these women, immigrant women are providing personal, often home-based care to children, disabled persons, those with chronic illnesses or those needing long-term or palliative care, as well as to growing ageing populations.</p> <p>As more women enter the labour force, they are less able and have less time to fulfil traditional unpaid caring roles, in their own households. Increasingly, immigrant women are being imported into host economies to care, often in informal settings, and are frequently engaged by private households without full access to social protection and labour rights.</p> <p>Women migrant care workers provide much-needed services but are often neglected, or their needs are left unfulfilled, by state agencies. Despite these women’s significant contribution to community public health and well-being, they often lack full legal authorization to live and work where this growing health system deficit takes them. The conceptual and perceptible knowledge provided in this section aims at raising awareness on migrant woman care workers needs and challenges during and after the migration process. The most crucial deficit in this process is the lack of necessary information for migrants which is substantially intended in this unit.</p>
<p>Conceptual knowledge</p>	<p>Background of Migration Process</p> <p>Almost half of the total number of migrant workers in the world today are women. Contemporary migration dynamics have shown a considerable increase in the number of women migrating independently to pursue opportunities of their own. On a global scale, a significant number of women migrant workers are employed in low skilled occupations but they are also present in skilled welfare and social professions such as health, education and social services (traditionally female-dominated domains). Among these, most women migrant workers are found in the nursing sector.</p> <p>There are an estimated 67 million domestic workers in the world, 80 per cent of whom are women and 11.5 million of whom are migrants.³⁹ In many countries, migrant women constitute a large proportion of domestic workers, whose tasks range from cooking and cleaning to caring for children, the elderly and the sick. Before the current pandemic, the domestic work sector was already one of the most marginalized, least protected and least valued employment sectors, with the working conditions of many migrant domestic workers (MDWs) “characterized by insecurity and violence”.</p>





During every stage of their migratory experience, women migrant workers may be more exposed to human rights violations compared to their male counterparts.

A compilation of Key Messages from the report of WHO, Women on the Move: Migration care work and health (2017)

- One in every seven persons in the world is a migrant – roughly 1 billion people.
- Women migrate as much as men; women account for 48.2% of all international migrants.
- Demand for home-based care is increasing as households seek to complement, or compensate for, under-provision in formal care settings.
- Care is a crucial component of the health and well-being of all people everywhere, and as such it is a public good. Those who are providing this care in any setting must not be left behind by the Sustainable Development Goals, including steps to achieve universal health coverage
- Migrant women care workers and the families they leave behind are all rights-holders. Their right to health and other related rights, together with their health and well-being needs, must be met through equity-focused, gender-transformative and human rights-based policies, laws, regulatory frameworks and programmes.

They frequently have to deal with difficult living and working conditions, increased health risks, a lack of access to social services and various forms of abuse such as the confiscation of passports by their employers. Women migrant workers usually enter gender-segregated sectors that are largely informal and unregulated and therefore offer them little or no protection. These women often have limited or no bargaining power and few or no opportunities for establishing networks to receive information and social support.

The International Organization for Migration (IOM), through its gender mainstreaming policy, is committed to ensuring that the particular needs of all migrant women are identified, taken into consideration and addressed by IOM projects and services.





Needs and Challenges

English language ability is an important challenge in employing migrant care workers

Employers felt that language difficulties posed the greatest challenge to employing foreign-born workers in eldercare. Constraints with English language ability were not limited to grammar, vocabulary or knowledge of terminology. The use of slang and colloquialisms and difficulties with dialects were also considered by employers and by migrant workers to create challenges for communication in the workplace, even for migrant caregivers who may in fact speak English quite well. Migrants in Ireland reported reduced efficiency in performing regular, everyday tasks when operating with limited English proficiency. This was exacerbated by the use of expressions not common to the foreign-born workers. One US employer noted the problems that communication difficulties with English language ability can have on the client and the employer:

“We hire a lot of immigrants... and they vary a lot on their backgrounds. Our residents complain a lot about the difficulty in understanding them and I believe this leads to non-acceptance; in return, the immigrant staff have a hard time forming respectful relationships with the residents. It takes a long time... to be accepted... and to provide the quality of care that our residents and our management demands. “

In some instances, it was the use of the foreign workers’ native language that created barriers between foreign-born caregivers and their co-workers, including native workers and foreign-born workers of differing ethnic backgrounds. The native worker can view this behaviour at worst as a threat to job security and as a form of social exclusion. In Ireland, migrant caregivers speaking in their own language at work was seen by employers as inappropriate behaviour and potentially distressing to the clients.

Skills and caring are good; training would improve care

Discrimination and irregular employment practices impact the working conditions of migrant care workers

Racial and ethnic discrimination in the eldercare sector was evident in the experiences and perceptions of migrant caregivers and employers, and of care recipients. Discrimination here refers to less-favourable treatment without lawful grounds and is specific to ethnic and racial prejudices, to gender or age. It should be further mentioned that it is difficult to determine how widespread discrimination is in the eldercare sector, but that there was broad evidence of discrimination in the workplace and in hiring and recruitment. Some employers suggested preferences among native-born employees to work with other native-born workers and similar preferences from clients. Some caregivers reported discrimination on the part of employers regarding the



scheduling of hours of work and responsibilities for different tasks, and regarding pay rates and overtime compensation. Caregivers also referred to experiences of verbal abuse from care recipients or native-born co-workers, and some clients expressed ethnic and racial prejudice towards foreign-born workers.

Irregular terms and conditions and employment practices in the eldercare sector were also indicated by some migrant caregivers, pointing to issues concerning the employment rights of migrant care workers that extend beyond discrimination. Long hours of work that exceeded the terms and conditions specified by employment contracts and by employment law were reported, as well as lack of remuneration for hours worked and the withholding of wages. While some migrant care workers referred to working long hours to compensate for low hourly rates of pay, others, particularly those who provided live-in care (living in the homes of older people), referred to long hours according to the needs of the client which were not always remunerated.

Safe Working Place and Conditions

In order to create an environment conducive to safe and empowering migration, IOM recommends that women migrant workers have the same access to protection and safety at work and to legal redress mechanisms as the domestic workforce. Policy makers, practitioners and the public need to be better informed about the vulnerability of women migrant workers, including their vulnerability to discrimination, exploitation and abuse throughout all stages of the labour migration process.

IOM actively contributes to protecting women migrant workers from violence by implementing a range of activities in the following areas:

- Promotion of legal and safe migration for women migrant workers
- Promotion of policies that regulate the recruitment and deployment of women migrant workers
- Promotion and protection of women migrant workers' human rights
- Counter-trafficking activities including capacity building and direct assistance to victims
- Research and data collection on women and international labour migration
- Promotion of gender-sensitive international migration policies
- Fostering interstate dialogue and enhancing bilateral, regional, interregional and international cooperation



Legal and Safe Migration for Women Migrant Workers

Promoting legal channels of migration in order to deter illegal migration

One of the main objectives of IOM's labour migration programme is to promote and facilitate legal avenues of labour migration as an alternative to irregular migration. For example, in Beitbridge, Zimbabwe, it has set up a labour centre where potential employers can link up with potential labour migrants to South Africa. This project is aimed at formalizing labour mobility between Zimbabwe and South Africa, thereby reducing risks of abuse and exploitation. Another example is IOM's recruitment facilitation of temporary foreign workers from Columbia, El Salvador, Guatemala and Mauritius who are bound for Canada.

Improving women's access to meaningful and gender-sensitive migration information and education

IOM works with countries of sending and destination to prevent misinformation of migrant workers through awareness-raising activities. Potential women migrant workers are informed of procedures for legal migration, the costs and benefits of migration, the rights and benefits they are entitled to in the countries of destination and employment as well as their obligations. Two particularities of IOM campaigns are that they steer away from prevention campaigns that convince aspiring female migrants of the certainty that labour exploitation lie at the end of the migration road, and they also engage would-be migrant women as informed and pro-active protagonists and not as passive victims.

Promoting the physical and mental health and well-being of women migrant workers

IOM is particularly concerned with providing the highest attainable standard of physical and mental health for migrants in general and for women migrant workers in particular. It is involved in the delivery of direct health assistance to migrant populations, through interventions and prevention strategies to combat ill health among migrants and their host communities and through the integration of migrant health concerns into public health policies globally. For example, in Zimbabwe, IOM provides voluntary, counselling and testing (VCT), HIV post-exposure prophylaxis (PEP), emergency contraceptives and counselling for gender-based violence survivors. Survivors with severe mental breakdown are referred to mental health institutions. The Organization is also engaged in an advocacy campaign to prevent the deportation of women in advanced pregnancy stages or those who have recently delivered.





	<p>Women migrant workers' empowerment and reduction of their vulnerability to abuse</p> <p>Training for migrant workers, including skilled and non-skilled labour migrants and their family members, covers aspects such as pre-employment orientation, cultural orientation, language and technical/ vocational training, as well as coping skills to deal with difficult situations. The training constitutes an unparalleled opportunity for women migrant workers to get employment-specific information concerning contracts, benefits, rights and responsibilities, remittances, banking systems, investment opportunities and accreditation. IOM is now expanding its services to include post-arrival information dissemination.</p>
<p>Innovative pedagogical approaches / Means of transmission</p>	<p>Lex Femme in Sweden provide access to information in 60 languages</p> <p>It is very difficult for migrant women to protect themselves from recurring violence or to ask for justice when they don't speak the language, and don't know where to turn on their arrival in a country. In Sweden, Terrafem operates a helpline, offers training and legal advice to migrant women and girls who have been victims of violence or who want a divorce (as in Sweden the migration status is dependent on the longevity of the marriage). They offer this support in 60 languages. They also publish information in several languages. They inform boys and girls separately about sexuality in schools.</p> <p>Lex Femme in Gothenburg (formerly the Terrafem in Gothenburg) offers emotional support and legal advice in different languages. Refugee and migrant women often need urgent support before they've had the opportunity to learn the local language. Support in one's own language helps women to cope with complex and unfamiliar situations and makes them feel less isolated.</p> <p>Proposal from PICUM to put in place a firewall to access services safely</p> <p>Undocumented women and women with a precarious status are at greater risk of being subjected to violence as they have very limited options to ask for help. Migrant women with spouse-dependent residence status are often not able to leave an abusive partner without risking their status, being detained and ultimately deported. Women without a residence permit are equally unable to safely report violence, as public authorities too often prioritize pursuing people because of their irregular status rather than ensuring their safety. Therefore, PICUM advocates for a "firewall", that is a mechanism which allows undocumented people, including women, to access public services without the involvement of immigration enforcement. When firewalls are in place, public authorities can provide safe access to shelters and justice to undocumented women victims of violence and can ensure that the perpetrators are held accountable.</p>





	<p>Innovation: LAWRS in the UK and Fisofa in Sweden help migrant women to regain power</p> <p>The Latin American Women’s Rights Service (LAWRS) works with Latin American women in the United Kingdom. Their Women’s Empowerment and Integration project emphasizes a holistic approach that considers a woman’s whole story and her needs/desires. It is built on women choosing for themselves and recognizing their agency and resilience. The approach addresses barriers like language and lack of confidence in a new work environment and considers other responsibilities, such as child and/or elder care. The approach also addresses the isolation migrant women can experience by organizing outings and places to socialize. It promotes a sense of belonging.</p>
<p>Assessment methodologies</p>	<p>All the training sessions should follow of a « learner-centered » manner. The trainings and assessments directly involve participants and lead to their taking the ownership of the courses. The training methodology is hand-on which means, aside from theoretical and conceptual knowledge provided, the trainees are encouraged to share their own in-life experiences, given the opportunity to implement checklists, role-plays, problem-solving activities, debates, observing interviews and initiatives relevant to their own needs and challenges. The issue itself is very personal and unique having coming ground with the other migrant women experiencing similar challenges. Taking advantage of these common ground in the learner group will enrich the content and outcome of the trainings.</p> <p>Effective training requires the trainers to know the background of their participants. Trainers draw parallels and connections between a participant’s point of reference and their own understanding of the societal expectations and behavioral norms of the destination country. Trainers must be sensitive to the cross-cultural issues that may challenge the participants’ own cultural values and traditions, and create opportunities for open discussions on a range of topics. Sensitive topics are raised in a manner which is both respectful and non-judgmental, in which participants can explore their own attitudes and concerns.</p>
<p>Cutting-edge practices</p>	<ul style="list-style-type: none"> • Expanding economic opportunity, and improving social services and community infrastructure in specific geographic areas prone to economically induced outbound migration, are important elements of migration management implemented by IOM in a variety of countries. For example, in former Yugoslav Republic of Macedonia, IOM implemented an income generating and self-employment assistance project to address human trafficking and irregular migration of women aged 18 to 35 residing in impoverished border communities. The project supported the





	<p>establishment of 40 small enterprises through vocational training and micro grants assistance.</p> <ul style="list-style-type: none"> • In Latvia, IOM implements a project that provides opportunities for women to integrate into the labour market, limits gender segregation in the workplace, promotes balance between family life and work, creates effective support services, and defuses social and national tensions. Women migrants who do not speak Latvian are able to improve their language skills and upgrade their skills and knowledge. • IOM participates in the work of the Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families. It provides the Committee with comments on States Parties’ reports and shares information regarding relevant IOM activities, including activities targeting women migrant workers and women members of migrant workers’ families. Activities to protect women migrant workers’ human rights are also implemented in IOM field missions. • In 2014, the ILO ‘Fair Recruitment Initiative’ aims to help prevent human trafficking and forced labour; protect the rights of workers, including migrant workers, from abusive and fraudulent practices during the recruitment process; reduce the cost of labour migration and enhance development outcomes for migrant workers and their families, as well as for countries of origin and destination.
<p>Inspiring experiences</p>	<p>Here are two examples of migrant women workers who endured complications and various challenges in their migration before and after process. The story went on not like how it started and now these migrant women can inspire those who are experiencing the same challenges as they’ve had once. The example stories have been taken from the sequence called “Migrant Women – storied you should know and tell” (Unwomen.org,2017)</p> <ul style="list-style-type: none"> ➤ Edna Valdez migrated to Hong Kong as a domestic worker in 1996. She was unable to take time off and worked longer hours than her contract stipulated. When she complained, she was told that she would only receive benefits after two years. Into her third year of contract, finally able to receive benefits, she was fired. <p>“The main challenge for women migrant workers is that they don’t know what rights they have. Even when there are laws and services in place, they don’t know how to claim their rights or access support,” says Edna.</p> <p>Shortly after being let go, Edna returned home to La Union province in Philippines and joined Bannuan Ti La Union (Heroes of La Union), where she started working for migrant women’s rights. Today, she is part of a UN Women programme, funded by the European Union.</p>



➤ Dawa Dolma Tamang, 32, left her remote Maheshwari village in Eastern Nepal to work in Abu Dhabi, only to find herself declared medically unfit for work upon arrival. She returned to Nepal, penniless.

“I migrated because I wanted to earn an income and change my life,” she said, as she described migration as the only way to escape poverty, having two children to support and an alcoholic husband.

A recruiting agent offered Dolma a job as a cleaner in Abu Dhabi with promise of a salary she couldn’t imagine in Nepal. The agent in Nepal charged her seven times more than what was required to process her papers, and soon after arriving in Abu Dhabi, Dolma was taken to a one-room apartment shared with other women. On the third day, a doctor visited as part of the recruitment process. Dolma tested positive for tuberculosis and declared medically unfit to work.

Now, Dolma works as a mason and is saving to pay back her migration loans. Soon she will be enrolled in vocational and entrepreneurship skills training as part of UN Women’s Advancing Women’s Economic Empowerment programme in Nepal, funded by the government of Finland.

Material

Migrant Domestic Workers – Decent Work Agenda and Organizing by UN Women Training Centre

https://www.youtube.com/watch?v=eBaMxt0m0_U&t=3588s

Additional reading (optional)

- Good Practices In Migrant Integration: Trainee’s Manual
<https://www.osce.org/files/f/documents/a/2/393554.pdf>
- Listen to the online webinars
‘Women’s Agency Tackling Violence Against Migrant and Refugee Women’ 21 February 2019. <https://buff.ly/2Xna6gt>
Speakers: Valentina Longo and Silvina Monteros, Network of Latin American and Caribbean Women (Spain);
- Innovative Solutions to Protect Migrant and Refugee Rights -
Hida Salmend, Terrafem Gothenburg, now Lex Femme (Sweden);
Jelena Hnrjak, Atina (Serbia).
- ‘Counter Voices of Migrant (Undocumented and Refugee) Women Against Neo-right Populism and Other Threats’ 28 March 2019.
<https://buff.ly/2KN37fz>
Speakers: Anna Zobnina, European Network of Migrant Women (ENoMW);
- ‘A Feminist View on Projects to Integrate Migrant and Refugee Women in European Economies’ 4 April 2019.
<https://wp.me/p2KSL5-1az>
Speakers: Christina Moreno, founder of She Matters (Netherlands);





Lucila Granada, Director Latino-American Women’s Right Service, (UK).

- Changing Attitudes and Behaviour Towards Women Migrant Workers in ASEAN: Technical Regional Meeting
https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_715939.pdf
- Individual Factors Assessment Toolkit
https://www.iom.int/sites/g/files/tmzbdl486/files/our_work/DMM/MPA/7-individualfactors.pdf
- Principles and Guidelines, supported by practical guidance, on the human rights protection of migrants in vulnerable situations
<https://www.ohchr.org/Documents/Issues/Migration/PrinciplesAndGuidelines.pdf>

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- <https://www.unwomen.org/en/news/stories/2017/12/compilation-international-migrants-day>
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Case studies

40

Case Study 1

Migration and integration from a gender perspective in Slovenia

A national survey has been conducted with the migrant and residents of Slovenia as participants. 23 women responded to the survey from the following countries: Georgia, Serbia, Croatia, Iraq, Syria, Palestine, Jordan, USA, Poland, Moldova, and Iran. Concluding the data from the survey, 34.8 of the respondents indicated that they're unemployed. When asked about the challenges that they face within the employment in migration context, the respondents stated that :

- Deficit in language is the main barrier to find a job
- Discrimination due to religious belief
- Discrimination due to age. (Over aged migrants state that applicant from notably younger ages is preferred)
- Locals prefer locals over foreigners in the labour market

<https://gcap.global/wp-content/uploads/2021/04/Case-Study-ENG.pdf>

Case Study 2

Inter-Agency Humanitarian Evaluation on Gender Equality and the Empowerment of Women and Girls, IAHE GEEWG - Case Study: Colombia (October 2020)

This case study is an effort to investigate the field-level dynamics, mechanisms, tools and practices that enable or hinder the integration of gender equality and the empowerment of women and girls in the humanitarian response to the Venezuelan refugee, migrant and returnee influx in Colombia, with the aim to contribute to advance global-level reflections and learning on this and improve aid effectiveness.

Key Findings :

1. The priority has been on women and protection issues (great need). Children protection is also considered.
2. Involvement of diverse population groups is scarce. Gender approach mostly focused on women/girls and in some cases LGBTI population, it does not involve other type of population such as elderly, ethnic groups or even men.
3. No evidence of older people needs taken into account despite being a large percentage of the new wave of migrants





<https://www.unfpa.org/sites/default/files/admin-resource/5. IAHE GEEWG Colombia Case Study.pdf>

Self-Evaluation Tests and Activities + ANSWERS

1. According to United National Assembly, to empower the migrant woman workers, the most functional resolution is to:
 - a. Provide policies covering the needs of migrant women
 - b. Engage women in employment outside the home, notably in formal sector**
 - c. Examine the type of movement in migration context
2. Which of the statements are not correct?
 - a. Promoting legal channels of migration reduces the risks of abuse and exploitation.
 - b. Supporting migrant women overcome the language barrier will boost their level of social integration and conditions of employment.
 - c. Protection of migrant workers' health is the responsibility that only belongs to local communities.**
3. In the context of care giving, which one of the below is not suited to take place in training?
 - a. Organizational culture
 - b. Person-centred care
 - c. Care environment
 - d. Sensitivity to clients' needs
 - e. Medical procedures**
4. IOM provide trainings to empower woman migrant workers and reduce their vulnerability to abuse. Which one of the below is not an included issue within the scope of these trainings?
 - a. pre-employment orientation and cultural orientation
 - b. language and technical/ vocational training
 - c. human resources**
 - d. employment-specific information concerning contracts, benefits, rights and responsibilities
 - e. banking systems
5. What is the name of the action that ILO has taken in 2014 to strengthen laws and policies around international labor recruitment, to promote fair business practices?
 - a. Fair Recruitment Initiative (FRI)**
 - b. Ethical Trading Initiative
 - c. OHCHR
 - d. IOM
 - e. Global Migration Group (GMG)





Written Assignment

Within the Toolkit (We Care - IO4), a checklist (Annex I) including possible challenges that migrant women might encounter has been provided and learners are asked to tick the ones they've experienced. For the written assignment, select one of those challenges that are ticked by the learner and work on a set of strategies to overcome this challenge. To do so, take any provided info (international treaties, legal regulations, organization supporting migrant women and their projects and initiatives) account while working of these set of strategies. (Any challenge can be selected and worked upon)





Learning Unit

N°3





LEARNING UNIT N°3: INNOVATIVE PRACTICES IN GUIDANCE TO SUPPORT MIGRANT WOMEN

Learning Unit n° 3	
Innovative Practices in Guidance to Support Migrant Women in Care Sectors	
Introduction	<p>This chapter provides the necessary information to help professionals gain the needed knowledge to support migrant women working in informal care sectors. The section provides information regarding theoretical approaches, conceptual knowledge, innovative pedagogical approaches, assessment methodologies, cutting-edge practices, and inspiring experiences regarding the guidance to support migrant women in care sectors, supporting them in the fields such as:</p> <ul style="list-style-type: none"> - Career Forecasting - Re-orientation guidance - Personal marketing strategies - Networking and Social participation - Mental health support <p>By the end of this chapter professionals working with migrant women will:</p> <ul style="list-style-type: none"> - Identify the skills gap of migrant women working in care sectors - Recognize the cultural diversity of migrant women in the field - Recognize the career aspects of care sectors - Recognize warning signs/conditions of mental health issues of migrant women working in care sectors - Have knowledge of supporting practices such as career forecasting and re-orientation guidance
Duration	7 hours for lessons and 7 hours for the practice of the exercises.
Content	
Theoretical approach	<p>Informal care is a cornerstone of all European long-term care systems, and it is frequently viewed as a cost-effective strategy to avoid institutionalization and allow patients to remain at home. However, the vast majority of caregivers are women and especially those with migrant background constitute a significant part of the workforce and they face numerous challenges (Informal Care in Europe; European Commission, 2018). Private houses typically employ them without providing with proper salary, social</p>





	<p>security, or labor rights. Discrimination and abuse are particularly common among migrant women in irregular settings (Advisory Committee on Equal Opportunities for Women and Men, 2021)</p> <p>Working in the informal sector, sometimes known as the "grey economy," often leaves women without the protection of labor laws, as well as social benefits like as pensions, health insurance, and paid sick leave. They are frequently forced to labor for lesser pay and in hazardous circumstances, including the danger of sexual harassment. Women suffer long-term consequences due to a lack of social safeguards (UN Women, 2015)</p> <p>Informal caregiving has all of the criteria of chronic stress, since it generates physical and psychological strain over time and is marked by a high level of unpredictability and uncontrollability. (Informal Care in Europe; European Commission, 18).</p> <p>To alleviate the obstacles that women confront in the informal care sector, it is critical to offer them with structured care support with the ultimate goal of assisting them in transitioning to formal care support or other jobs that are more suitable for their competencies. Professionals who work with migrant women should recognize the need of formalizing care support since demographic shifts will make it even more important in the future.</p> <p>For those very reasons this chapter supports the idea of providing guidance support in three domains:</p> <ol style="list-style-type: none"> 1) Career guidance: Career forecasting based on prominent skills and re-orientation guidance 2) Professional networking: Social participation and marketing strategies for the promotion of skills to employers 3) Well-being: Mental health support in terms of identifying warning signs and orient to the proper professional
<p>Conceptual knowledge</p>	<p>Innovative Practices in Guidance</p> <p>Career Guidance</p> <p>Finding and progressing in a profession that corresponds to your interests and personal objectives will help you feel fulfilled and satisfied in your life. Remember that you spend around 90,000 hours at work over the course of a lifetime, or roughly 1/3 of your life.</p> <p>However, recognizing and obtaining the appropriate job chance might be difficult and requires good preparation and someone who can orient you to the correct direction. As a professional with career guidance skills, you can</p>





assist women who are confused about their professional path or do not really acknowledge their competences.

Career guidance can have great impact to migrants' economical, social and psychological well-being if it is applied correctly. Through career guidance, migrant women can obtain the competences and information needed to discover professional alternatives instead of sticking to a single choice or advance their professional career in their existing occupation.

Before moving to specialized skills, as a professional who provide career guidance support to migrant women you need to have essential skills like:

- a) Strong communication skills
- b) Active listening skills
- c) Problem-solving skills
- d) The ability to encourage and establish connections with others
- e) Empathetic approach
- f) Be confidential
- g) The ability to make non-judgmental decisions and have an inclusive attitude

Career Forecasting

One of the utmost important skills a professional providing career guidance support to migrant women should have, is called Career Forecasting, i.e. the ability to predict the suitable professional career of someone based on many multidimensional factors such as the:

- a) professional career desire of the individual
- b) existing skills of the individual
- c) recognition of career aspects
- d) available resources
- e) current circumstances
- f) job trends and the labor market needs
- g) available educational and/or upskilling pathways

As you can see, the factors are multiple and so an exhaustive mapping should be applied. During the sessions with your beneficiaries, you have to plan a step-by-step procedure before forecast the ideal job career, and firstly reflect on questions like:

1. What competences does the beneficiary have?
2. What is her educational background? What are the available educational pathways (VET centers, hands-on trainings, etc.) even if she does not have an educational background?
3. Does she like the job she is working now?





4. Would she be interested in being a formal career?
5. What does she like to do for a living?
6. What are the job trends now?
7. What opportunities can we take advantage of?

By doing these so, you will discover how everything acquires a coherence and a structured order.

Career Reorientation Guidance

Many of your migrant woman beneficiaries will hesitate when it comes to a change of a career path. Some of the most important reasons are that they are afraid to try something new, they have concerns that will not cope and then will be left without salary, they might have hopes that in their existing job things will get better, they do not have enough opportunities to change career (lack of skills, networking, etc.) or simply they are not aware of the career transition process.

But why would anyone want to switch careers? Low job and career satisfaction, a lack of potential professional growth options, unsatisfactory job performance, excessive work stress, a lack of job security, inadequate compensation, and personal interests that do not align with the present job identity are just a few of the causes. If you see that your beneficiary is dissatisfied with one of these factors (evaluation tools are included in the Toolbox to facilitate this process), it's time to help her change career or transit to formal settings, since the formal care sector provides various more benefits that may meet her demands. Career forecasting and reorientation are linked since the first aids in the identification of a job that meets all of her requirements, whereas career reorientation refers to a methodical set of actions.

Professional Networking

When a migrant or refugee settles in the European Union, he or she faces several obstacles. They must find a place to live, adjust to a new nation and culture, learn a new language, deal with previous traumas and find resources to survive. One of the most significant pressures migrants and refugees confront is locating adequate employment, and surprisingly, newcomers' difficulties in finding work is frequently attributable to a lack of networking and references, rather than a lack of competences or qualifications.

This difficulty in finding a job, sometimes is not due to the discrimination they experience (and they truly experience) but due to the fact that





approximately 2/3 of available job vacancies are filled via references. In the EU, industries with high number of low- and middle-skilled occupations employ the majority of migrant women, while it is crucial to mention that migrant women are overrepresented in care sectors and most specifically in informal settings (OECD, 2020). Having in mind that half of the migrant population in the EU are women, chances of your beneficiaries to have peers and ethnic acquaintances that work outside of the care sectors are less, and thus the transition to an occupation different from the one she is already working on is small.

To change these trends a structured self-marketing and social participation plan should be created.

Marketing Strategies of Self-promotion

Promoting our achievements and competences with confidence and conviction is really challenging and acquires great planning and support. Some people have the mindset that it is better to sit in the back seat until someone recognizes you or because they consider self-promotion as an unappealing selfish characteristic (Marcus, 2015). There are several cases where self-promotion can have a negative impact if is being applied erroneously and actually reminds traits of arrogance, but if you try to “sell” your skills in a proper manner, you will gain the proper recognition and “price”.

In your case, migrant women do often not “show off” their competences and many employers do not recognize or acknowledge the significance of the work they do, resulting in less benefits for the first. They miss valuable opportunities to boost their career by not speaking highly of themselves. After all, if you are not willing to applaud and value yourself, who would be?

Marketing yourself is about demonstrating your expertise and your talents to Employers and companies so you can persuade them that they need you. Face-to-face communication and social media platforms can be used to promote ourselves. Taking some examples, “I was a care giver for 5 years” sounds less impressive than “For five years, I was in charge of clothing, hygiene, and main care of a dependent elderly person, as well as giving company both inside and outside the home.” Despite the difficulties, I provided him with the high-quality services he deserved.”. In the second case, the difficulties of the profession are highlighted while at the same time the skills the employers are looking for are mentioned.





Social Participation

One of the greatest methodologies to enhance the networking of the migrant women is Social Participation. Participation of immigrants in social and community groups and activities has the ability to foster friendships and a shared feeling of community among migrants and local inhabitants, hence promoting social integration, emotional well-being and resilience. In addition, it enriches the employment prospects as through social activities the migrant woman might be able to find potential employers and reference contacts. Even though it might sound something simple, in fact it is not because many factors may prevent migrant women from being socially active. Migrant women face a double first challenge; they are both “migrants” and “women” increasing the likelihood of being discriminated, excluded and vulnerable. As a professional you should acknowledge that a migrant women might have religious duties, family and maternal obligations or even marital commitments, as for instance, in some cultures it is not socially accepted for a woman to participate into social activities without the approval and/or companion of the husband.

Well-Being

Female migrant caregivers may face significant levels of stress and social isolation, which can harm their health and quality of life. There have also been reported examples of exploitation and abuse. Female domestic workers must also be considered in terms of their physical limitations and occupational dangers. It is a physically and emotionally demanding career that comes with its own set of health risks. These female employees suffer more hazards than those in other industries because to their long working hours, exposure to chemical products, heavy lifting and carrying, lonely employment, and a large psychological load. In 2016, health insurance providers in France reported an average of 9.4 percent for accidents resulting in job loss or permanent disability in the personal assistance and care industry, compared to 6% for the construction sector and 3.3 percent for the economy overall. Simple yet repetitive movements like wringing out a mop can become difficult and lead to serious musculoskeletal problems (Lebrun & Decker, 2019). Despite their vital service they offer, they are among the world's most exploited and abused employees. They frequently work 14 to 18 hours per day, seven days a week, for significantly less than the minimum pay. They may be confined to their employment and face





	<p>physical and sexual abuse (Human Rights Watch, 2012). Some warnings abusing signs you can find are:</p> <ul style="list-style-type: none"> - She is nervous - She wants to isolate - She seems depressed - Her important documents have been destroyed by the abuser to make her more attached and dependent - She is afraid to talk - She is constantly lying about the working conditions - Shows physical signs of violence <p>Keep in mind that it is not very easy for a female migrant to disclose the abuser as they often endure the violence to keep the job or she might think that the abuser has the power to deport her or her children. As a professional the support you can provide in this occasion is to a) identify the warning signs b) build rapport with your beneficiary c) consult the proper specialist (psychologist, police, etc.).</p>
<p>Innovative pedagogical approaches / Means of transmission</p>	<ol style="list-style-type: none"> 1. The NOW – New Opportunities for Women – Project aims to inspire female role models and leaders in our local communities. Through video profiles, case studies and inspirational stories, the NOW project has developed a range of educational materials and self-development tools to help women, especially women from migrant communities, to embrace leadership roles in all aspects of their lives. The project has created a transnational network from the UK, Cyprus, Ireland, Greece, France, Spain, Iceland and Portugal – of valuable support through peer learning, sharing experiences and discussing emerging good practices. This has enabled us to create a unique online community, where women can access support and advice to address how they can overcome key challenges they face. The project will empower women with migrant backgrounds, to enhance their leadership aspirations and skills and will provide platforms for networking and integration. This online space has been designed to enable women to access a range of educational materials, videos and support, all of which, will support women leaders and migrant women to recognise their strengths and qualities as leaders, and to develop their own leadership skills. The materials included on this platform will inspire and encourage migrant women to take the next steps into leadership roles in their own lives; to take ownership of their lives and their careers, and to gain the skills and supports they need to achieve their goals. 2. In Ukraine, the International Organization for Migrants is a member of the Diversity Initiative, a network of over 50 civil, business, government, and diplomatic organizations dedicated to promoting



	<p>the human dignity and well-being of migrants, refugees, and minorities. IOM, in collaboration with NGO monitoring organizations and government partners, maintains a consolidated and uniform database to record instances suspected of being racially motivated. In addition, the IOM tracks trends and offers ad hoc medical aid to victims of racially motivated attacks, while partner groups give legal support as needed.</p>
<p>Assessment methodologies</p>	<p>You can assess migrant women acquired knowledge, skills and responsibilities via a range of methodologies, including physical or online means. Some recommended methodologies are:</p> <ul style="list-style-type: none"> - Semi-structured interviews - Self-evaluation questionnaire - Knowledge quizzes - Project-based tasks - Role-playings and simulations - Psychometric questionnaires <p>A best example is the European Erasmus+ KA2 Project “ASSESS PLUS” (Supporting skills audits in adult education through digital tools) aims to support Skills Audits in adult education through innovative digital tools and products to make available skills identification and screening, including the validation of skills acquired through informal and non-formal learning, and facilitate the progress of low-skilled and disadvantaged adults towards higher qualifications. A skills audit is a process aimed at identifying and analysing the knowledge, skills and competences of an individual, including his or her aptitudes and motivations in order to define a career project and/or plan a professional reorientation or training project; the aim of a skills audit is to help the individual analyse his/her career background, to self-assess his/her position in the labour environment and to plan a career pathway, or in some cases to prepare for the validation of non-formal or informal learning outcomes. Nevertheless, as previous researches and projects evidence, the relationship between validation and skills audits is not always clear to stakeholders and the level of integration between validation and skills audits varies, depending on the type of audit. Bear in mind that this tool is necessary for the Career Forecasting process.</p> <p>Regarding the Mental health assessment of the beneficiaries, a good example is the European-funded project named “AMORAY”. Even if it has been designed for Youth Workers it can get tailored to other professionals as well. AMORAY, Assessment of Mental Health of Refugees and Asylum seekers by Youth Workers, proposes a training and development program aiming to recognize their role in the mental health provision to Young</p>





	<p>Migrants, Refugees and Asylum seekers (YMRA). Based on a needs analysis at the beginning of the project, the partnership will develop the ‘Training Curriculum for mental health assessment of refugee and asylum seekers by Youth Workers’, following the European Credit System for Vocational Education and Training (ECVET) and ensuring that the training can lead to a vocational certification at EU level. The curriculum will set the groundwork for developing the content of the training. The AMORAY platform will provide access to the training content, introduce a communication forum, and a gateway to relevant psychoeducation material.</p>
<p>Cutting-edge practices</p>	<ol style="list-style-type: none"> 1. BOOST project aims to foster global competence development amongst vulnerable women to advance their social inclusion and support their career pathway. Through a bespoke coaching programme presented in the form of a toolkit, BOOST will also equip professionals so that they can better support these women to use global competence to cope with the challenges they face every day. BOOST adopts a bottom-up approach and will involve both target groups (i.e. women and professionals) in all key phases of the project, including development, design, testing, validation, mainstream, dissemination, and deployment. 2. In Latvia, the International Organization for Migrants (IOM) is implementing a project that allows women to integrate into the labor market, reduces gender segregation in the workplace, promotes work-life balance, develops effective support services, and reduces social and national conflicts. Women migrants who do not speak Latvian have the opportunity to enhance their language skills and knowledge.
<p>Inspiring experiences</p>	<p>During the implementation of the European-funded project NOW (New Opportunities for Women), Julieta, who is a female migrant, shared her inspiring experience:</p> <p>“I am Julieta and I work in a Coffee Shop as Store Manager. In the beginning, not only in my career, but even in the school I was in, there was racism towards foreigners, but I learned to overcome it. Later, in my work I did not feel it like an obstacle. Surely, there were some comments as: “you came from a foreign country to take our jobs and you will be better at it” or when you make a spelling mistake they make fun of you because you do not know the language. But all this does not matter. What matter is everything you give to your job, because your “superiors” see it, they know it, they understand it. So they give you the appropriate bonus and feedback, so that you can move forward, to have strength and to not dwell on the negative comments you hear around you.</p>





I insist that it is very important that a leader should like what he does. He must love what he does whether he is in an office or in a store. He must also respect his fellow human beings, his colleagues and try to see his subordinates as a team and not as objects that he will take advantage of to do his job. This is very important, because in that way his team feels more comfortable and confident. In turn, the team will have a better performance in the workplace because it will not feel that it is being exploited or that it is being wronged.

I would advise them to have a strong stomach, not to listen to the comments that will be made either by colleagues or by their family circle. To set a goal and achieve it. I'd advise them not to listen to someone who will tell them that they cannot do this, because they can. They will achieve it what they want. Each person can do more than what others think. Surely, if she likes what she is doing or what she intends to do in the future, she will achieve a lot.

She will definitely succeed, if she sets the goal, as long as she doesn't listen to anyone. "

https://www.youtube.com/watch?v=FKP0gH34Erk&feature=emb_title

Material

Video of Julieta's inspiring story:
https://www.youtube.com/watch?v=FKP0gH34Erk&feature=emb_title

Additional reading (optional)

Websites

ASSESS PLUS Project: <http://www.assess-plus.eu/>

NOW, New Opportunities for Women, Project:
<http://nowmooc.eu/?fbclid=IwAR2iG8IVAHDXQG5dXbBkoBoCEqKmCNyzPSIGiBFTg7NXV8qZWTmR0Lias9Q>

AMORAY Project: <https://amoray-project.eu/>

Further Reading

Women in informal economy by UN: <https://www.unwomen.org/en/news/in-focus/csw61/women-in-informal-economy>





	<p>How to strengthen the integration of migrant women? By OECD: https://www.oecd.org/migration/mig/migration-policy-debates-25.pdf</p> <p>Migrant Women, Care Work, and Women’s Employment in Greece: https://www.researchgate.net/publication/227614954_Migrant_Women_Care_Work_and_Women's_Employment_in_Greece</p> <p>Career Guidance with Immigrants: https://link.springer.com/chapter/10.1007/978-1-4020-6230-8_21</p> <p>Migrant women exploited in domestic work: https://fra.europa.eu/en/publication/2018/out-sight-migrant-women-exploited-domestic-work</p>
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Case studies

	<p>Case Study</p>
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Case study on migrant women exploitation

Resource: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-migrant-women-labour-exploitation-domestic-work_en.pdf

Background:

FRA highlighted domestic workers as being at a higher risk of exploitation and abuse, including sexual abuse, in a 2011 study on migrants in an irregular status working in domestic labor in eleven EU Member States. Professionals interviewed by FRA for its 2015 report, *Severe labor exploitation: workers moving within or into the European Union*, described the exploitation of foreign domestic workers as a "grey area" in which "exploitation of migrant women in the domestic sphere is so common that it is often not conceived of as a human rights violation." 2 Professionals indicated that a complete lack of supervision often fosters severe exploitation of domestic employees.

Results:

- While the 51 domestic workers questioned may not reflect the whole position of domestic workers in the EU, they do give an important glimpse of migrant domestic workers' daily circumstances in terms of living and working conditions. Slavery and servitude are among the most severe kinds of labor exploitation described in their stories. Domestic workers with irregular status are also at a higher risk of exploitation, according to the findings, because they are less inclined to complain or report their condition owing to fear of deportation.
- Many of the interviewees who experienced severe labour exploitation gave accounts of poor and degrading living conditions – which often also infringed their right to privacy. Among the 22 domestic workers individually interviewed, six interviewees had to share rooms with the children they looked after or other family members of the employer; three had to share a bed with the children; and a further four had to sleep on the floor. An employer had installed a surveillance camera in one worker's room. Many interviewees were allowed to take only short breaks, if any. Interviewees also gave accounts of getting little food, of not having access to water or a shower, or not being allowed to use the bathroom.
- Almost all domestic workers interviewed faced issues with pay, which did not correspond to the minimum wage or to the hours actually worked. One third mentioned employers' false promises at the beginning of the working relationship – such as higher wages, paying social security contributions or funding travel costs. Another third said that they had either not received pay for some time or at all.





	<ul style="list-style-type: none"> • Almost all interviewees who experienced labour exploitation experienced bullying, harassment, emotional and/or physical abuse or violence by employers and/or their family members. One third of those interviewed made clear that they feared their employers, all having experienced bullying/harassment and/or physical violence <p>Quotes:</p> <ul style="list-style-type: none"> • “I started at 04.30, I go and wake up the kids and make breakfast and go to the school. When I come in from the school I prepare lunch and dinner. I had no rest. Just continuous.” (United Kingdom, interviewee from the Philippines) • “I endured a great deal of humiliation. Sometimes I even had to sleep on the floor, lying just over a duvet.” (Portugal, interviewee from Brazil)
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Self-Evaluation Tests and Activities + ANSWERS

	<p>Multiple Choice Questions</p> <ol style="list-style-type: none"> 1. In case a professional who works with female migrants identify warning signs of abuse, he/she: <ol style="list-style-type: none"> a. Talk to the abuser directly b. Consult the proper professional (police, mental health professional, etc.) c. Do a psychological intervention to the victim 2. Some challenging factors that might prevent female migrants from being socially active are: <ol style="list-style-type: none"> a. Religious duties b. Family and maternal obligations c. Cultural norms d. All the above 3. Self-promotion is: <ol style="list-style-type: none"> a. Marketing yourself about demonstrating your expertise and talents to Employers and companies so you can persuade them that they need you b. A skill to briefly present your skills c. An attitude 4. Professional networking of migrants/refugees: <ol style="list-style-type: none"> a. Is really easy because they already have ethnic acquaintances which they can find job
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- b. Is one of the most significant barriers as the individual lack of references and acquaintances**
- c. Can be successful by just learning the local language

5. Some factors that should be taken into consideration for efficient career forecasting are:

- a. Job trends and the labor market needs
- b. Existing skills of the individual
- c. Cultural norms
- d. A and B
- e. All the above**

Written Assignment

You are working with a female migrant and she expresses dissatisfaction of her current occupation? What would you do/suggest? How would you approach the situation and what factors you would take into consideration?





Learning Unit

N°4





LEARNING UNIT N°4: DEFINITION OF UPSKILLING PATHWAYS FOR MIGRANT WOMEN IN CARE SECTORS

Learning Unit n°4	
	Definition of Upskilling Pathways for migrant women in care sectors
Introduction	<p>This chapter contains information to help adult educators gain the necessary knowledge to define and establish Upskilling Pathways for female migrants in informal care sectors to support their transition to formal care settings. It will focus on Upskilling Pathways and the 3 steps involved: 1/ skills assessment, 2/ personalised learning offer, and 3/ validation and recognition. The gender-focused approach will also be introduced.</p> <p>By the end of this chapter, learners will be able to:</p> <ul style="list-style-type: none"> - Identify the purpose, key features, and methodologies of Upskilling Pathways that can be applied when supporting migrant women in care sectors - Recognise how to perform a skills assessment on migrant women in care sectors - Gather the necessary information to offer a suitably personalised educational offer to a migrant woman in the care sector - Recognise the purpose, benefits, impact of, and potential barriers to validation and recognition of the acquired knowledge and skills. - Explain the gender-focused approach <p>The content section will provide information regarding theoretical approaches, conceptual knowledge, innovative pedagogical approaches, assessment methodologies, cutting-edge practices, and inspiring experiences regarding Upskilling Pathways: skills assessment; personalised educational offer and validation and recognition.</p>
Duration	14 hours.
Content	
Theoretical approach	<p><i>Unit 4 Definition of Upskilling Pathways for migrant women in care sectors</i> is based on the Recommendation on Upskilling Pathways policy for skills and qualifications adopted by the European Council in 2016, and subsequently adopted by EU Member States.</p> <p>Upskilling Pathways focuses on helping adults acquire a minimum level of literacy, numeracy, and digital skills and/or acquire a broader set of skills by progressing towards an upper secondary qualification or equivalent (level 3 or 4 in the European Qualifications Framework (EQF).</p> <p>Access to Upskilling Pathways should be attainable for adults with a low level of skills (for example, without secondary education) in 3 key steps:</p>





1/ Step 1 – Skills Assessment: This step helps adults identify their existing skills and their needs for upskilling. This step may involve a ‘skills audit’: resulting in a statement which outlines the adult’s existing skills, and which is used to inform the next step, a tailored learning offer.

2/ Step 2 – Learning Offer: The individual will then receive a needs-based tailored offer of education and learning which aims to update skills and fill any important gaps.

3/ Step 3 – Validation and Recognition: The individual’s acquired skills and knowledge should be validated through assessment and certification, to enable access to further education and/or employment.

Delivery of the Upskilling Pathways initiative is based on the following key factors:

1/ Effective outreach: measures such as tracking, contacting, and engaging individuals in services that they had no prior knowledge of, or to individuals who have reduced access to standard provision. For example, visits to organisations working with target groups to raise awareness of opportunities.

2/ Guidance: effective outreach involves flexible guidance services and adjusted learning tasks.

3/ Support measures: such as individualised career guidance support.

Policies and impact of Upskilling Pathways

The Upskilling Pathways initiative is a key component of the **European Pillar of Social Rights**. Set out by the European Parliament, the Council, and the Commission in 2017, the European Pillar of Social Rights elaborates 20 principles and actions related to the areas of employment, skills, and social protection, in particular: equal rights to quality and inclusive education, training and lifelong learning, and fair and well-functioning labour markets and welfare systems.

Additionally, the **New Skills Agenda for Europe, 2016**, proposes Upskilling Pathways as its main legislative proposal. The New Skills Agenda for Europe is focused on helping individuals develop their skills by ensuring access to education, training, and lifelong learning to everyone in the EU. Key actions of the New Skills Agenda include a ‘Skills Profile Tools Kit for Third Country Nationals’, which aims to support asylum seekers, refugees and migrants by providing early identification and profiling of skills and qualifications,¹ a review of the European Qualifications Framework to ensure a better understanding and transparency of qualifications obtained in third countries, and thirdly, improved information and qualification recognition practices via the Europass portal.

Policy effectiveness can ensure the relevant target groups are reached and the needs of vulnerable individuals are addressed. Combining flexible learning with personalised support can lead to social and economic gains, and savings in long-term welfare supports.

¹ [European Association for the Education of Adults » New Skills Agenda for Europe \(eaea.org\)](https://eaea.org/)





	<p><u>Gender-focused approach:</u></p> <p>Adult educator teachers, counsellors, and guidance personnel should integrate the gender-focused approach when supporting migrant women in care sectors. A gender-focused approach involves the integration of the gender perspective (a consideration of gender-based differences) into the planning, decision-making and development of programmes.</p>
<p>Conceptual knowledge</p>	<p>Upskilling Pathways</p> <p><u>Step 1: Skills Assessment</u></p> <p>A skills assessment, identification of the individual’s starting points and needs is critical to the lifelong learning perspective. Also known as a ‘skills audit’ or ‘skills profiling’, a skills assessment involves the checking of an individual’s skills, knowledge and competences which have been acquired in formal, non-formal or informal contexts against specific standards/ reference points, as well as the identification of any gaps in their desired levels of skills. In the case of migrant women, knowledge of the host country’s language is also key.</p> <p>As a result of a skills assessment, individuals will be given a statement of skills which is then used to plan the next step of upskilling pathways, a tailored offer of learning, taking into account labour market needs. Furthermore, the recognition of skills also aids an individual’s awareness of and ability to reflect on their capabilities and helps with the development of their career and employability. An increased awareness of skills can also increase motivation and is a valuable part of the upskilling process.</p> <p>A skills assessment should be undertaken in parallel with guidance and counselling and is connected with recognition and validation practices. The tools used to conduct a skills assessment should be adjusted to suit the individual and his/her needs, while remaining consistent with the upskilling approach. The introduction of individual portfolios is recommended at this stage to facilitate the documentation of assessments, personal plans, referrals, and certifications. Furthermore, it is key that the outputs of the skills assessment are trusted and understood by third parties, such as employers, and training providers, so that the individual is able to access further learning, employment or a certification process. Therefore, a quality assurance system must be in place to ensure skills assessment methods are reliable and valid, and practitioners are well-trained.</p> <p><u>How to carry out a skills assessment on migrant women in care sectors:</u></p> <p><i>Aim:</i> - to identify and analyse current knowledge, skills and competences of migrant women working in care sectors; - to help migrant women analyse their career background, self-assess their position in the labour market, define a career pathway or plan a professional reorientation or training project, and if relevant, prepare for the validation of non-formal and informal learning outcomes.</p> <p><i>Methodology and Tools:</i> -skills assessment to identify learning needs (gaps) and current level of knowledge, skills, and competences; -support of a trained counsellor offering guidance pre, during and post skills assessment; -screening tools for extracting evidence of skills and a portfolio for the presentation of skills.</p>





Process requirements: -ensure the individual fully understands the process and a relationship of trust is established; – centre the process around empowering the individual; -ensure stakeholders are convinced of the validity of the assessment and tools being used (quality assurance system); -the process must be carefully coordinated in an environment most suited to the target group.

Process results: -a statement outlining the knowledge, skills and competencies of the migrant women, the next steps, and a plan of action.

Step 2: Learning Offer

The Recommendation on Upskilling Pathways policy, 2016, sets out that after undertaking a skills assessment, an offer of education or training meeting the needs identified in the skills assessment should be provided. It also recommends that the learning offer meet the local, regional, and national labour market needs.

A tailored learning offer should be flexible and of high quality. It should convey an individual’s learning needs and establish the basis for attaining a formal qualification. Being tailored, the diverse nature of adults is taken into account, an individual’s prior learning is recognised and developed, and any obstacles to learning are removed (those connected with an individual’s experiences, knowledge and characteristics, as well as institutional obstacles). The system must be flexible and take into account that many adults will have a busy work and/or family life. This helps facilitate easier access to adult education for all.

Furthermore, when offering learning that is intended to fill in the gaps of already acquired knowledge, offering a flexible programme that allows learners to complete parts rather than the whole is vital. Additionally, distance and web-based learning, are possible learning mediums that allow for flexible learning. Offering a programme in modules ensures further flexibility. Offering a combination of programmes is also recommended as good practice, such as offering migrant women access to vocational educational training with language learning. To ensure progression when a learner’s status changes, such as from unemployed to employed, measures need to be linked to other courses and programmes so that learners can transfer and continue training.

Potential learners may be further motivated when the learning offer is connected with a qualification. Adult’s chances of engagement and success in adult education increase when they recognise the purpose and usefulness of their studies. This approach addresses the skills and knowledge gaps of participants and provides a valid solution to the gap. Therefore, the offer may consist of more than one path, but all will feature assessment, validation and/or recognition of prior learning.

Cedefop, 2019, identify possible pathways in their analytical framework for developing upskilling pathways for adults as follows:

”- full or shortened programmes (school-based or apprenticeships) for adults, in the non-formal and formal VET system.

- individually certified modules leading up to a full diploma.



- Access to final assessment, based on minimum years of professional experience in the relevant profession, with possible short/integrative training modules.

- Recognition of prior knowledge based on a portfolio, with possible short/integrative training modules, etc.”

It is also possible to provide a tailored learning offer with work-based learning (WBL). This can be either learning through simulated work environments, such as project-based learning, or it can involve learning at a workplace, as an apprentice, intern, or trainee for example. The key advantage of which is learners can immediately apply what they have learnt, focusing on problems and tasks rather than on subjects.

How to gather the necessary information to offer a suitably personalised educational offer to a migrant woman in the care sector:

1. It is necessary to take into account the busy work and/or family life of the individual and provide a suitably flexible and personalised educational offer which can fit into the daily life of the migrant woman without issue.
2. The learning offer must address the gaps in knowledge, skills and competencies identified in the skills assessment and provide access to training which meets these needs.
3. The learning offer must provide access to validated training so that the acquired knowledge, skills, and competences have worth and lead the migrant women to further training and/or employment.

Step 3: Validation and recognition of skills and competences

Validation involves the measuring of learning outcomes against a relevant standard. Cedefop, 2019, inform that while validation usually has 4 stages (identification, documentation, assessment, and certification), in an upskilling pathways context, the importance is placed on the 2 final stages: assessment and certification. Furthermore, it contains the validation and recognition of acquired skills from formal, non-formal and informal settings. The learner will receive a certificate which documents the acquisition of skills and competencies gained, thus increasing the visibility and value of the learning, and increasing the learners’ opportunities in the employment market and/or in further education.

The qualification gained can be a formal qualification or a certificate given by an institution, such as a company or NGO. Validation is important because it facilitates an improved matching of skills with employment demands, supports the transferability of skills, and promotes the mobility of workers across Europe. It can also lead to a reduction in social exclusion by giving disadvantaged groups the opportunity to join the employment market.

The European Inventory on validation of non-formal and informal learning, 2018, identifies systematic validation initiatives currently in place in just 7 European countries, many of which target the highly skilled. In 11 other European countries, project-based efforts to test validation measures are underway, 12 European countries were found to have no specific validation measures in place, and no



	<p>information was available regarding validation measures in the remaining 6 countries.²</p> <p><u>Validation initiatives for migrant women:</u></p> <p>The key purpose of validation for migrant women is labour market and social integration. However, migrant women are faced with a number of potential barriers to participation in education and training (and thus validation), including a lack of formal education and no support network in the host country to help with childcare.</p> <p>According to the European Inventory of non-formal and informal learning, 2018, initiatives aimed specifically at promoting the integration of migrant women through non-formal and formal learning initiatives are rare. The inventory cites 3 initiatives: the ‘Migare’ centre in Austria, the International Women Centre (IVC) in the Netherlands, and the ‘Valikom’ initiative in Germany as examples of good practice in this area. <i>Please see the ‘Assessment methodologies’ section for further information.</i></p> <p>Recognition of previously acquired skills and competencies is most relevant to individuals who obtained a qualification abroad. In Ireland, if the profession is regulated, such as a teacher or a doctor, before beginning employment, it is necessary to apply to have qualifications recognised by contacting the authority for that profession. For a full list of regulated professions across Europe see: https://ec.europa.eu/growth/tools-databases/regprof/index.cfm). This process can take several months and can thus be financially challenging for individuals if it is not possible to take up employment until this process is completed.</p> <p>Difficulties with getting skills recognised could contribute to the reason why migrant women born outside of the EU, who are similarly educated to native-born women and migrant men, are more likely to either not be in employment, or find they are over-qualified for their job. ³</p> <p><i>“These barriers are linked to existing mechanisms for recognition and structures for integration that are often complex, lengthy and too fragmented or take account of challenging circumstances migrants and refugees face.”⁴</i></p> <p>For example, the policies in the different European countries vary in their support for migrants in their social and labour market integration, and their opportunities to enter employment or access training and education. Migrants, asylum seekers and refugee status varies in different European countries, and different initiatives may target different target groups, meaning an individual might not be considered the target audience and thus is unable to participate on a particular programme that would actually be of benefit to them because they are a refugee, and not a migrant, for example. Additionally, each target group is not homogeneous, differing in age, gender, education, work experience, geographical origin, culture, and language ability. Further challenges are caused by the reason for their arrival in the host</p>
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² [European Web Site on Integration - European Commission \(europa.eu\)](https://ec.europa.eu/growth/tools-databases/regprof/index.cfm)

³ [european inventory validation 2018 Refugees Migrants.pdf](#)





country and their status of residency. Gaining recognition of skills and integration can be further hindered for those who had little time to prepare for their move, due to missing documentation and acquisition of the host country's language (and gaining access to the employment sector and support networks).

While European, national, and institutional efforts have focused on the recognition of prior formal, non-formal and informal learning of migrants and refugees, the challenges that migrants face in the process have led to discussions on how to improve the process: with more simplified procedures, better flexibility (more methods of recognition) and a reduction of costs cited as key factors to consider.

Research conducted by the OECD, 2016, discovered that employers in the private sectors and SMEs stated that one of the reasons for not hiring migrant workers was due to uncertainty about their skills and qualifications.⁵ However, tools do exist to help employers in unregulated industries better understand the skills and qualifications of migrant workers.

For unregulated industries that require less official recognition of qualifications, the European Commission provide an online tool that can be used to check foreign qualifications with national qualification frameworks. A statement comparing the national and European Qualification Framework (NFQ / EQF) is provided. [Enic-Naric](#).

These tools are also implemented on a national basis, through an established network of national NARIC centres, for example, in Ireland: [NARIC Ireland Foreign Qualifications - QSearch \(qqi.ie\)](#).

Ensuring validity and quality:

For a validation and recognition process to be valid and lead to the expected outcomes (for an issued certificate to lead to further education and/or employment for example), it is essential that multiple stakeholders know about, are involved in, and have trust in the validation and recognition process. Therefore, a quality assurance system must be put in place to ensure the process is credible and trustworthy, and assessment methods are valid and reliable. Critically, qualifications must be aligned with national and European qualification frameworks (EQF).

Furthermore, when the validation initiative is closely connected with labour market stakeholders and/or when there is collaboration between partners (reception services, employment agencies, education and training providers, civil society organisations and other key stakeholders), and collective agreements are in place, it has been noted that there is a "relatively high level of awareness, understanding and trust in the outcomes of the validation initiatives for migrants and refugees."⁶

The same standards which apply for formal qualifications should be used for non-formal and informal qualifications, as well as for the recognition of foreign qualifications, to ensure they are of equal value.

⁵ [european inventory validation 2018 Refugees Migrants.pdf](#)

⁶ [european inventory validation 2018 Ireland.pdf \(europa.eu\)](#)



	<p>If the validation is not intended to lead to a formal qualification, clear and mobile learning outcomes which can be used when applying for work or further studies must be provided.</p> <p>Furthermore, when implementing a validation system, the provision of career guidance support prior to, during and post validation should be provided; practitioners taking part in the validation process must be suitably trained, including intercultural training; tools and methods should be suitably linked to the purpose of the validation and tailored to the individual; validation initiatives should be linked to the labour market; language training should be offered and early labour market and social integration intervention should be strived for.</p> <p><u>Suggestions for strengthening the validation and recognition process:</u></p> <p>The impact of the validation and recognition of acquired knowledge and skills can be seen through the study of validation and recognition in practice. The Inventory, 2018, reports particularly positive results in Denmark, Finland, the Netherlands, and Sweden, with increased levels of migrants entering the labour market as a result of validation and recognition initiatives. In order to strengthen the process and see better results, the Inventory recommends the following actions:</p> <ol style="list-style-type: none"> 1. Long term vs short term actions 2. Strengthening stakeholder collaboration and coordination 3. Engaging civil society 4. Improved data collection 5. Resource implications 6. Early skills assessment 7. Improved flexibility in recognition systems⁷
<p>Innovative pedagogical approaches / Means of transmission</p>	<p>Denmark: The Upskilling Pathways practices implemented by Denmark are lauded in The European Commission’s report, 2019, particularly Denmark’s means of transmission during the training stage.</p> <p>In Denmark, after undertaking an initial skills assessment, basic skills (including English language and digital skills), can be studied through preparatory adult education programmes, or general education programmes (which provide access to qualifications at EQF levels 2 and 3 for youth and adults who did not complete secondary education). It is possible to study a range of subjects of varying levels depending on ability and prior knowledge.</p> <p>Furthermore, participants can then move on to higher preparatory courses which enable entry to higher education. Over 3,000 vocational training courses (which have been specifically adapted for migrants), in over 200 subjects, are available for individuals not in employment. VET can be supplemented with the preparatory adult education programmes.</p> <p>Additionally, the recognition of prior learning is available and can be used along with the skills assessment to develop a personalised training offer. Similar recognition of learning acquired as a result of the training offer is also obtained.</p>

⁷ [european inventory validation 2018 Ireland.pdf \(europa.eu\)](#)





	<p>Sweden: The European Commission also note Sweden’s implementation of a flexible, personalised learning offer as an example of cutting-edge practice. The system in Sweden allows adults to combine different training programmes simultaneously, for example, migrants are able to study a combination of language learning and VET.</p>
<p>Assessment methodologies</p>	<p>The European Inventory on validation of non-formal and informal learning, 2018 have identified the following examples of assessment tools and methods which are tailored to the individual and are used for assessing the knowledge, skills and competencies of migrants, including: <i>one-to-one interviews in the individual’s first language, multi-lingual self-assessment tools, exams, workplace assessment, aptitude tests, competency questionnaires, practical demonstrations, competence portfolio, skills competence survey, profiling tools, and simulations</i>. Furthermore, the use of digital tools, making use of pictures and videos (to overcome language barriers) is recommended.</p> <p>For example, the MYSKILLS initiative in Germany, which works in parallel with the online self-assessment tool my-professional-experience.org are examples of digital tools (supported with pictures and videos) in use to assess and provide validation against 30 employment fields.</p> <p>Additionally, Austrian initiative: Du Kannst was ! (You can do it! / You have got skills!) is identified as an example of good skills assessment practice. Competences acquired in informal and non-formal settings are validated and result in an apprenticeship diploma/ certificate in an examination process. To begin with, a counselling session is held. Following counselling, the participants take part in 3 workshops where they create competence portfolios with evidence files. This process is guided by qualified trainers. Existing skills and competences, as well as any gaps are identified. These gaps will be addressed through courses or internships in the next stage. This is followed by an examination to test the new competences acquired.</p> <p>Systematic Validation arrangements for migrants: The European Inventory on validation of non-formal and informal learning, 2018, identifies a list of countries with systematic validation arrangements specifically in place for migrants (and refugees). Those identified by the inventory as demonstrating good practice include:</p> <p>Austria: ‘Migare’ centre for migrants uses a ‘Competence Kaleidoscope’ tool to help with the identification and recognition of skills and competences obtained through non-formal and informal learning (competence mapping and career planning).</p> <p>The Netherlands: The International Women’s Centre (IWC) supports migrant women’s economic and social integration with a skills audit which identifies, and documents skills and competences obtained through working, learning and in their personal lives using a personalised approach. The tool involves the use of a portfolio to document skills identified through self-assessment. The skills are linked to evidence and assessed. The following methodologies are used to learn about the migrant women’s knowledge, skills, and competencies: <i>360 degrees feedback, performance assessment, observations, presentations, interviews, and simulations</i>. An accredited trainer/assessor (in the field of career-management) drives the skills</p>





	<p>audit. The training results are used to establish further learning leading to potential career opportunities, in employment or in volunteering, and to help migrant women engage with the different cultural customs of their host country.</p> <p>Germany: In terms of validation, The European Commission cite Germany’s efforts with the ‘Valikom’ project as an example of good practice. The procedure allows adults, including migrants and refugees, without formal qualifications to have their vocational skills certified against recognised vocational qualifications. Adults are fully supported through initial guidance services, offering information and advice on the procedure and assessment methods. Applicants then complete a self-assessment and CV detailing the competencies they have. This is evaluated via an interview and a qualification may be awarded. If further training is required to receive a qualification, full guidance is provided on the next steps to take.</p>
<p>Cutting-edge practices</p>	<p>Ireland:</p> <p>The European Inventory of non-formal and informal learning 2018 update, Country Report: Ireland, commend the work of New Communities Partnership (NCP) as an example of good practice. NCP is a non-governmental organisation funded by the Department of Justice and Equality, Ireland. It provides outreach support to migrants, offering programmes, as well as assistance with gaining recognition of skills and prior learning.⁸</p> <p>New Communities Partnership’s programme ‘Mi-WOW’ explores, supports, and overcomes the specific barriers migrant women in particular face during their job search in Ireland. It is designed to empower migrant women to reach their full potential, rebuild their confidence, and upgrade their skills to facilitate their access to the labour market and/or career progression linked to their professional goals. Additionally, Mi-WOW provides enterprises with support and space for critical thinking, aiming to create and develop equal and inclusive pathways for migrant women to take part in all areas of the Irish labour market.</p> <p>Mi-WOW’s ‘Returning to the Workplace Training’ aims to support migrant women with their return to the labour market and the relaunching of their careers. The four-week training, run four times annually, includes five IT skills sessions, five communication skills sessions, three sessions on employment rights information and the Irish labour market, as well as two sessions of individual career coaching. During the career coaching, NCP provides support and guidance with the skills recognition process, if relevant. Follow-up support after the training is completed is also provided for a period of up to six months. Prior to joining the programme, participants undergo a skills assessment which includes checking their level of English, their current IT skills, and a communications assessment to gain understanding of their professional background and needs. If English language training is required, NCP direct participant to a free, government-funded language course prior to joining the Mi-WOW programme. After completion of the MI-WOW programme, participants are awarded a certificate of completion and are able to state NCP as a referee on their CV. NCP also has partnerships with Irish companies including Salesforce, INCO and Zartis. With Salesforce, a three-month mentoring</p>

⁸ [european inventory validation 2018 Ireland.pdf \(europa.eu\)](#)





	<p>programme is in place. At INCO, participants can undergo further IT and tech skills training. NCP also refer migrant women to Zartis, where they can participate in a digital marketing course.</p> <p>Furthermore, Mi-WOW offers cutting-edge training to HR staff. ‘Hiring for Diversity Training’, consists of equality, diversity and inclusion training aimed at HR staff and/or other people involved in the hiring process. The training sessions aim to overcome the barriers faced by migrant women and migrant-descendent women when applying for employment in Ireland. Migrant women, migrant-descendent women, HR staff and/or other people involved in the hiring process can also join Mi-WOW’s Public Conversation Hubs, information sessions which offer a space for discussion, learning and information exchange on employment rights, the Irish immigration system, the importance of networking, as well as any other key issues.</p> <p>Sweden: Since 2018, municipalities have been able to apply for a state grant in order to conduct outreach, information and guidance measures. Additionally, the Swedish study associations have also been provided funding for outreach and motivation purposes, particularly for non-EU born women.</p> <p>Norway and Belgium-Wallonia: The European Inventory, 2018, cite Norway and Belgium-Wallonia as examples of countries which have established migrant and refugee organisations as an integral part of the third sector. NGOs and migrant organisations are provided with funding to encourage and strengthen the engagement of migrants and their children in community-based activities, including non-formal and formal learning opportunities.</p> <p>Finland: The Inventory, 2018, note that qualifications gained through validation are widely accepted as the labour market is heavily involved with the process so a high level of trust in the validation activities exists.</p> <p>Ireland: The European Commission commend Ireland’s approach to the evaluation and measuring of the impact of implemented upskilling pathways. The Learner Support System has an integrated data collection method in all further education and training programmes which is linked to other national datasets, thus allowing for monitoring and evaluation of learners to further education and training.</p>
<p>Inspiring experiences</p>	<p>New Communities Partnership – Mi-WOW programme – Success Stories</p> <p>MI-WOW Success Stories New Communities Partnership</p> <p>Four online ‘Returning to the Workforce’ training sessions were held between July 2020 and February 2021. Four of the women who participated in the training sessions consented to share their experience anonymously.</p> <p>One migrant woman, referred to as Ms.X, received vital support from New Communities Partnership, which led to her securing a position in the Irish labour market which matched her skills and experiences.</p> <p>Ms.X. is a qualified and experienced professional in the field of Food Engineering and is from a middle Eastern country. She was awarded a scholarship to study a Master’s degree at an Irish university which she completed with first-class honours.</p>





She is also proficient in English. After one year of being unable to secure employment in Ireland following the completion of her Master’s degree, she was referred to the Mi-WOW programme for support with her employment search. As Ms.X has a hearing disability and does not use sign language, the Mi-WOW team contacted the Irish Deaf Society regarding the use of closed captioning software so that Ms.X. could participate in NCP’s online training. Ms.X. successfully completed the training and along with additional support provided by The Irish Wheelchair Association, who made sure that the recruitment process was inclusive in her interviews, went on to secure employment in the field of her expertise.

Material

- European Council Upskilling Pathways: **video and introduction to the Recommendation for Upskilling Pathways policy.** [Upskilling Pathways - New opportunities for adults - Employment, Social Affairs & Inclusion - European Commission \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)
- Video : [Delivering on the European Pillar of Social Rights - Employment, Social Affairs & Inclusion - European Commission \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)
- Infographics on the required knowledge, skills, and competencies of care workers: Skills Panorama, Skills Intelligence provided by Cedefop access: [Care workers: skills opportunities and challenges \(2019 update\) | Skills Panorama \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)
- **Inclusion Nudges** is an organisation which aims to enhance inclusive collaboration, leadership, development, and decisions. Their website is a tool used by staff at New Communities Partnership, Ireland. [Inclusion Nudges \(inclusion-nudges.org\)](https://inclusion-nudges.org)

Additional reading (optional)

- Websites**
- Tool to compare national qualification frameworks across Europe: <https://europa.eu/europass/en/compare-qualifications>
 - NARIC Ireland, hosted by QQI (Quality and Qualifications Ireland) is a free online tool that creates a comparability statement of Irish and foreign qualifications): <https://qsearch.qqi.ie/WebPart/Search?searchtype=recognitions>
 - QQI (Quality and Qualifications Ireland): <https://www.qqi.ie/>
 - The EQF – European Qualifications Framework: [The European Qualifications Framework \(EQF\) | Europass](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)
 - NARIC is part of a network established by the European Commission ENIC-NARIC: <http://www.enic-naric.net/> (European Network of Information Centre/ National Academic Recognition Centre) to provide information on the procedures for the recognition of foreign qualifications.
 - Quick guide to Upskilling Pathways : [Upskilling Pathways - a quick intro | EPALE \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)
 - New Communities Partnership’s Mi-WOW programme: [Migrant Women - Opportunities for Work \(Mi-WOW\) | New Communities Partnership](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)
 - New Communities Partnership’s skills assessment forms: [assessment forms - mi-wow 2021.pdf \(newcommunities.ie\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)





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Case studies

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Case studies

Case Study 1: Skills audits: tools to identify talent

European Commission: Skills audit: tools to identify talent – Study on skills audit practices in EU Member States

[Skills audits - Publications Office of the EU \(europa.eu\)](https://publications.europa.eu/en/publication-detail/-/publication/11111111-1111-1111-1111-111111111111)

Purpose of the study: To improve the knowledge base about skills audits, to identify the main types of skills audits and methods and approaches used, the effectiveness of skills audits, and to assess to what extent standards are used as part of the process.

Study approach: The study focused on examples of skills audits and not on countries.

Findings:

- Although the 2012 Council Recommendation introduced the term ‘skills audit’, in practice this term is rarely used. Instead, the following terms are more commonly used: skills assessment, skills profiling, skills portfolio, competence check/assessment.
- In most cases, the process is voluntary and owned by the individual, resulting in increased awareness of one’s capabilities.
- Assessment forms that are frequently used include interviews, self-assessment (individual or guided) and narratives of past experience. Migrants facing language barriers need the support of a trained counsellor to extract this information. If a certificate will be given to demonstrate the individual’s prior learning (knowledge, skills and competences), these assessment types tend to be combined with more formal assessments, such as demonstrations and observations under real conditions, work trials and tests.
- A portfolio is often the result of a skills audit, or when the process is less rigorous, a skills card or skills map. A certificate of skills and the award of a qualification can also be the result.
- The skills audit, when carried out in combination with a guidance counsellor, typically includes advice on the next steps to take/ a personalised plan of action.
- Main types of skills audits: 1/ Self-development; 2/ Educational advancement; 3/ Labour market integration; 4/ Talent management.
- Identification and documentation are integral to skills assessment and can lead to significant positive outcomes – allowing self-assessment and self-evaluation of an individual’s current position, leading to the opportunity to plan career pathways. Also including assessment and certification to enable validation is considered good practice.
- The study found the connection between skills audits and validation is not always clearly understood by providers. This needs to be addressed so that participants are able to readily progress into education and training or into employment. Additionally, effective referral procedures are also key at this stage.
- Skills audits were evaluated to have a positive impact on participant’s activation and motivation.





Conclusions:

- A universal term for 'skills audit' should be sought, the meaning should be clarified, including quality criteria.
- Connections between the different types of skills audits should be strengthened to enable better clarity.
- The connection between skills audits and validation should be made clearer.
- The skills audit process should be personalised/ tailored to different target groups, and guidelines should be provided in how to design and implement skills audits for different target groups.
- Educational and labour market organisations should be brought closer together to ensure standards are recognised as quality and trustworthy.

Please see: <https://ec.europa.eu/social/BlobServlet?docId=20580&langId=en> for a Compendium of Skills Audit initiatives analysed for the study.

Case Study 2: Training migrant women in caring for the elderly

European Commission: European Website on Immigration: Migrant Integration Information and good practices.

Project Gericuidar (Portugal) (2014-2017): Training migrant women in caring for the elderly.

<https://ec.europa.eu/migrant-integration/intpract/project-gericuidar-training-migrant-women-in-caring-for-the-elderly>

Purpose of the project: The project aimed to respond to the following challenges: 1/ A lack of domestic support for the elderly. 2/ Limited opportunities for employment for migrant and refugee women who have a low level of education and no vocational training.

The aims of the project were: to provide support to migrant women and refugees in their development of the necessary skills to become a care worker for elderly clients; to engage established employers in partnership to ensure the professional integration of migrant women and refugees; to promote the professional integration of migrant women and refugees in the employment market on a long-term basis; and to raise awareness of the project in migrant and other relevant communities.

Study approach: Five groups of ten participants were organised, and were trained in the following areas: domestic support; cooking; practical and theoretical skills in caring for the elderly; psychoeducational an self-awareness techniques; job search skills; emotional and spiritual development; intercultural customs and habits; and language and culture.

Results:

- 80% of the 120 participants secured permanent jobs in caring for the elderly after the training was completed.
- Professional and technical skills were developed.
- Participants obtained a better understanding of and adaption to Portuguese culture.
- Participants saw an improvement in their personal economic situations.





	<ul style="list-style-type: none">- The elderly participants received specialised home care and an improved quality of life. <p><i>Conclusions:</i></p> <ul style="list-style-type: none">- <i>The project benefitted both the migrant women and refugees who participated in the training, and the elderly participants.</i>
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Self-Evaluation Tests and Activities

75

Multiple choice questions

1. Upskilling Pathways initiative consists of 3 steps, these are:
 - a. 1/ Learning Offer, 2/Skills Assessment, 3/ Validation of prior learning
 - b. 2/ Skills Assessment, 2/ Learning Offer, 3/ Validation and Recognition of prior learning**
 - c. 1/ Skills Assessment, 2/ Validation, 3/ Recognition of prior learning
2. A Skills Assessment should be undertaken with:
 - a. support from a guidance counsellor: pre, during and post-skills assessment**
 - b. no guidance or counselling
 - c. a general knowledge quiz
3. A personalised learning offer is:
 - a. a certificate given in the subject of the learner's choice
 - b. an offer of a place at university
 - c. an offer of education or training meeting the needs identified in the skills assessment**
4. Validation is:
 - a. Attending face-to-face classes
 - b. the measuring of learning outcomes against a relevant standard.**
 - c. a learning offer
5. Barriers to the recognition of prior skills:
 - a. Can have a negative impact on migrants**
 - b. Has no impact on migrants





Written Assignment

Consider how migrant women who are working in the care sector and are aiming to work in more formal settings would benefit from an Upskilling Pathways initiative. What would be the purpose, benefits, and features of the initiative and what should each step involve? Include a skills assessment, personalized learning offer and validation and recognition of learning. What other measures would be implemented (counselling, quality assurance?).





Learning Unit

N°5





LEARNING UNIT N°5: VALIDATION OF NON-FORMAL AND INFORMAL LEARNING (I)- DEVELOPING AND IMPLEMENTING VALIDATION FOR MIGRANT WOMEN

Learning Unit n°5	
	Validation of non-formal and informal learning i: developing and implementing validation for migrant women
Introduction	<p>This unit aims to introduce the development and implementation of non-formal and informal validation for female migrant carers. By the end of this chapter the learner will be able to:</p> <ul style="list-style-type: none"> • Identify, differentiate information about and interpret individual’s achieved learning outcomes independently of the learning context (formal, non-formal or informal) • Outline, compile, and document individual’s information about individual’s achieved learning outcomes independently of the learning context (formal, non-formal or informal). • Measure, compare and assess achieved learning outcomes against standards independently of the learning context (formal, non-formal or informal) <p>In order to achieve this, the lesson is structured in the following sections: Theoretical approach, conceptual knowledge, innovative pedagogical approaches / means of transmission, assessment methodologies, cutting-edge practices, inspiring experiences, material, bibliography, case studies and self-evaluation tests and activities.</p>
Duration	<p>25 hours of blended learning:</p> <ul style="list-style-type: none"> • Contact: 9 hours • Hands-on practice: 9 hours • Autonomous studying: 5 hours • Assessment: 2 hours
Content	
Theoretical approach	<p>Europe interest in education exceeds formal education with non-formal and informal taking more relevance in the last decade. Nevertheless, and comparing with formal education, demonstrating what has been learnt in non-formal and informal education and can be applied at work, further education and training is still an ongoing process.</p>





	<p>This ongoing process relates to the lack of establishment of a system to allow individuals to identify, document, assess and validate (certificate) all forms of learning independently of where they have been acquired.</p> <p>Although the call for arrangements for validation was set in 2012, as highlighted above, many countries are still to set an arranged system that will enable the visibility and value of citizens knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities.</p> <p>More specifically, in the case of migrant women, being able to validate this informal learning could lead into an improvement of conditions as their acquired competences will be recognized and validated but how to develop and implement validation for migrant women?</p>
<p>Conceptual knowledge</p>	<p>The European Union supports actions to give both visibility and value to skills acquired on all the educational contexts since this skills are part of the full range of lifelong acquired competences that support careers and further learning but... What is non-formal and informal learning ?</p> <p>Individuals learn in multiple ways and context and not only in formal education and training structures. This learning can happen as a by-product of their daily activities, even when learning was initially not been the primary goal or intention.</p> <p>Non-formal learning as the learning that is structured and happens naturally as a part of diverse activities (ie. Digital skills developed while playing videogames) whereas informal learning is the learning activities that take place outside an organized educative framework, through life, within the framework of leisure or professional, social and cultural activities. It includes any sort of self-education by printed material or by internet use or by using a computer or diverse educative infrastructures. It also includes the knowledge, skills, and competences that a person acquires through work experience.</p> <p>Keeping in mind that the skills acquired in non-formal and informal context can be a great advantage to individuals, how are they made visible and valued or in other words, how is validation developed and implemented?</p> <p>As a whole, the skills validation process allows individuals to identify, document, assess and certify their skills. Such a process may result in receiving a partial or complete qualification. This can increase their chances in the labour market and open up new professional opportunities. It can also give better access to further education and training and exemptions from certain parts of the training module or degree course. In conclusion, the validation increases social inclusion and can empower people, including early school leavers, unemployed individuals, low-skilled adults and third-country nationals, by giving visibility to their skills.</p>



The 2012 Council Recommendation specified four stages in the validation process: **identification, documentation, assessment and certification of learning outcomes**. These four stages allow the articulation of the concept and facilitates the adaptation to different realities and needs.

The **identification and documentation** stage related to the formative approaches, which aim to provide feedback to the learning process or learning career while offering insights for development and improvement.

The stages of **assessment and certification** are more related to summative approaches, which aim explicitly at formalising and certifying learning outcomes. Assessment and certification are always preceded by some form of identification and documentation.

What constitutes assessment, however, is wide-ranging and can include observations, interviews, and portfolios as well as examinations. It is interesting to note that the four stages are not necessarily undertaken as separate phases.

Links to national qualifications systems and frameworks

The Council Recommendation on the European Qualifications Framework published in May 2017³⁷ aims at better linking formal, non-formal and informal learning and supporting the validation of learning outcomes acquired in different settings.

The learning outcomes were defined in the 2008 EQF recommendation as ‘...statements of what an individual should know, understand and/or be able to do at the end of a learning process’.

Criteria for the referencing of National Qualifications Framework (NQS) to European Qualification Framework (EQF) explicitly indicates the need to link NQFs to validation arrangements as a necessary condition to improve transparency of lifelong learning systems.

NQFs built on learning outcomes-based level descriptors ‘provide reference for validation of non-formal learning and make it possible to build on the learning taking place outside formal education, at work and during leisure time’. All countries covered in the 2018 European Inventory have developed an NQF and with the exception of Spain, all have referenced these to the European Qualifications Framework.

Using learning outcomes will involve the definition of a standard as a central element for the legitimacy, trustworthiness, and reliability of validation processes because validation will most often involve reference to a standard.

What is the role of stakeholders involved in validation?





	<p>Stakeholder involvement is crucial in order to build trust in the system and ensure that the outcomes of the validation process are accepted in society. One of the principles of the Council Recommendation is the involvement of all relevant stakeholders in validation initiatives, such as employers, trade unions, chambers of industry, commerce and skilled crafts, national entities involved in the process of recognition of professional qualifications, employment services, youth organisations, youth workers, education and training</p> <p>What is the role of Member States and EU institutions?</p> <p>The 2012 Recommendation on validation invites Member States to put in place national arrangements for validation by 2018. These arrangements should enable individuals to increase the visibility and value of their knowledge and skills acquired outside of formal education and training: at work, at home or through voluntary activities. The European Commission and the European Centre for the Development of Vocational Training (Cedefop) assist the Member States in this process.</p> <p>Overall information, advice, and guidance</p> <p>The Council Recommendation on validation identifies access to guidance and counselling as one of the conditions that can spur the development of validation, and states that Member States should ensure widespread dissemination of information and guidance on the opportunities for, procedures and benefits of validation.</p>
<p>Innovative pedagogical approaches / Means of transmission</p>	<p>European Guidelines</p> <p>The European Guidelines on validation provide policy and practical advice to policy-makers and stakeholders on implementing validation. Using good practice cases and thematic analyses, the European Inventory illustrates how validation is used at national, regional, and local levels in Europe. The Guidelines and the Inventory support dialogue between all stakeholders in their continued efforts to develop validation in Europe</p> <p>The European guidelines were first developed in 2009 and, following the adoption of the Council Recommendation, updated in 2015. The evaluation of the 2012 Recommendation signalled the importance of the guidelines in promoting a shared understanding to validation in Europe and to support peer learning.</p> <p>European Inventory on validation of non-formal and informal learning</p> <p>The inventory is a regularly updated overview of validation practices and arrangements across Europe aiming at validating non-formal and informal learning. Since 2004, and including it, the inventory has been updated six times (2004, 2005, 2008, 2010, 2014, 2016 and 2018).</p>





	<p>This regularly updated overview of validation practices and arrangements across Europe is compiled in cooperation with the European Commission and respond to the increasing social interest in using all available validated learning at regional / national levels yet, keeping in mind, that information about how this learning is identified, documented, assessed and certified is, in most countries, not easily accessible.</p> <p>European database on validation of non-formal and informal learning</p> <p>The European database is a pilot data visualisation project, which connects the European Guidelines with the European inventory.</p>
<p>Assessment methodologies</p>	<p>Record of Achievements (Nova Scotia – Canada)</p> <p>Used as a good practice by CEDEFOP, this methodology was designed by the Government of Nova Scotia, which has worked in the last decade hard to support the development of Recognition of Prior Learning (RPL) arrangements in the province. The record of achievements aims to assist individuals in identifying, documenting, and recognising the skills and knowledge acquired through education life, community, and work experience. Assessment methods could include self-appraisal/self-assessment, semi-structured interviews, observation, evidence collection, demonstrations, and standardised tests.</p>
<p>Cutting-edge practices</p>	<p>The development and implementation of validation of non-formal and informal competences can lead into an improvement of the life conditions as there can lead into a career boost. This is not a phenomena exclusive to migrant women working in care but also other collectives and professions such as the ones covered by the Erasmus+ project Crafts 3.0 (2017-1-ES01-KA202-038435) in which the consortium explored the idea of to support the professional development of handicraft teachers and trainers in Europe in their transition to the digital age by improving their teaching competences on innovative VET education through ICT based methods and tools. The project outcomes included a Guide for validation, certification and accreditation on ICT-based innovative teaching-learning methods in VET for craft sectors with recommendations for validation, certification and accreditation, aimed at policy makers, educational institutions, IVET and C-VET providers, social partners and other intermediary bodies.</p>
<p>Inspiring experiences</p>	<p>ILO, SENA and UN Women to certify 500 women in labour skills in Colombia</p> <p>Since 2020, the International Labour Organization (ILO) and the National Apprenticeship Service (SENA) have been working together to improve the occupational profile of Colombians and migrants in regular status in Colombia to mitigate barriers to access to the labour market. This alliance has allowed for technical and financial support from the ILO to improve the processes of certification of labour competencies and labour orientation, resulting in 200</p>





people certified in labour competency standards in administrative and logistics sectors through the SENA. In continuity with this alliance, and now with the support of UN Women and the Presidential Council for Women's Equality (CPEM), a strategy for the evaluation and certification of labour competencies has been launched for migrant women, Colombian returnees and nationals.

The process will target all women who, through their work experience, have developed skills or have trained on their own account or empirically, but for various reasons do not have a formal certification. This accreditation will allow them to improve their occupational profile, as they will have a valid support for their curriculum vitae, which will enable them to access new employment opportunities.

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Case studies

	<p>Case Study 1: Widening Roma women’s access to non-formal and informal learning validation systems (ROM-ACT)</p> <p>Background</p> <p>The aim of ROM-ACT was to widen recognition of the skills and competences that the Roma community has acquired in formal and non-formal activities and to encourage centers for adult education and civil society organizations to support non-academic Roma women in their process of informal and non-formal learning validation.</p> <p>Objectives</p> <p>Achieving the recognition of the skills and competences that the Roma community has acquired in formal and non-formal activities.</p> <p>Promoting access of non-academic Roma women to the national systems of validation of informal and non-formal learning through the support of civil organizations.</p> <p>Enabling the Roma women to make contributions and recommendations in order to improve the impact and the accessibility of non-formal and informal validation systems.</p> <p>Validating the non-formal and informal learning of 50 non-academic Roma women.</p> <p>Encouraging and help centers for adult education and civil society organizations to support and accompany non-academic Roma women in their process of informal and non-formal learning validation.</p> <p>Throwing a lobbying campaign for national governments with the aim to incorporate the contributions of the project in the non-formal and informal learning validation systems and give policy makers concrete recommendations on how to do it.</p> <p>Results</p> <p>Awareness raising campaign</p> <p>Validation of 50 Roma women</p>
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	<p>Recommendations for the improvement of the accessibility for the validation systems in the EU</p> <p>Lobbying campaign</p> <h3>Case Study 2: UN Women</h3> <h4>Background</h4> <p>An estimated 40 – 50 per cent of migrants in Hanoi and Ho Chi Minh City, the two biggest cities in Viet Nam, are women, and they face distinct challenges. Low and unstable incomes and lack of social protection make them particularly vulnerable to abuse and exploitation. But migrant women workers of Viet Nam refuse to live on the fringes any longer. More than 10,000 migrant workers have learnt how to access social welfare benefits, legal protection and health care. They are advocating for their rights and helping one another.</p> <h4>Objectives</h4> <p>Increase the female capacity to access and use available social welfare benefits, legal protection and health care services. Also gain access to better job opportunities and learned about occupational safety standards and labour rights.</p> <h4>Results</h4> <p>The first community-based network for migrant women in Viet Nam set up by the programme now has 33 members, who facilitate regular group meetings with local migrant women. They share relevant information and advocate with local authorities to ensure that migrant women’s needs are taken into account.</p>
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Self-Evaluation Tests and Activities + ANSWERS

	<p>Please answer the following multiple-choice questions</p> <ol style="list-style-type: none">1. What is the definition of informal learning?<ol style="list-style-type: none">a. Learning that is structured and happens naturally as a part of diverse activitiesb. Learning that take place outside an organized educative frameworkc. Learning acquired by taking lessons from lay teachersd. Learning that is received outside of the classroom2. Which are the stages of validation?<ol style="list-style-type: none">a. identification, documentation, assessment and certification of learning outcomesb. Identification, argumentation, evaluation and certification of learning outcomes.c. Identification, documentation, evaluation and validation of learning outcomes.d. knowledge, skills and assessment
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3. What is a learning outcome?

- a. A product of what has been studied.
- b. Statements of what a group should know, understand and be able to do after the learning process.
- c. Statements about what has been studied in non-formal contexts.
- d. Statements of what an individual should know, understand and/or be able to do at the end of a learning process**

4. Which of the following ones is not an innovative pedagogical approach on the validation of non-formal and informal learning?

- a. European Guidelines
- b. European Inventory on validation of non-formal and informal learning
- c. European Manual on validation of non-formal and informal learning**
- d. European database on validation of non-formal and informal learning

5. Which is the aim of the Record of achievements?

- a. Assist individuals in identifying, documenting, and recognising the skills and knowledge acquired through education life, community and work experience.**
- b. Assist groups in identifying, documenting, and recognising the skills and knowledge acquired through education life, community and work experience
- c. Assist individuals in building the skills and knowledge required for education life, community and work experience.
- d. Assist individuals in identifying, argumenting, evaluating and improving the skills and knowledge acquired through education life, community and work experience.

Please complete the following activity

Written reflection

Please reflect in written about your own competences acquired through non-formal and informal learning. Do you usually depend on them on your daily job? Are you acquaintance with how you obtained those competences? Are they reflected on your curriculum? If so, how? If not, why?





Learning Unit

N°6





LEARNING UNIT 6: VALIDATION OF NON-FORMAL AND INFORMAL LEARNING (II): VALIDATION TOOLS AND METHODS

Learning Unit n°6	
	Validation of non-formal and informal learning ii: validation tools and methods
Introduction	<p>This unit aims to introduce the validation tools and methods proposed by official European organisations to validate non-formal and informal learning:</p> <ul style="list-style-type: none"> • Define, differentiate, and compare the formative and summative approach to assessment. • Identify, make use, and decide about which methods to extract evidence suit the proposal better • Identify, make use, and decide which methods to present and document evidence suit the propose better. • Match, check, and interpret the criteria with the learning propose. <p>In order to achieve this, the lesson is structured in the following sections: Theoretical approach, conceptual knowledge, innovative pedagogical approaches / means of transmission, assessment methodologies, cutting-edge practices, inspiring experiences, material, bibliography, case studies and self-evaluation tests and activities</p>
Duration	<p>1 point (25 hours of blended learning)</p> <ul style="list-style-type: none"> • Contact: 9 hours • Hands-on practice: 9 hours • Autonomous studying: 5 hours • Assessment: 2 hours
Content	
Theoretical approach	<p>There's a need for appropriate non-formal and informal learning validation tools. The European Council has emphasized on the existed tools (i.e., Europass) and stress on the need for synergies between validation arrangements and credit systems that will support the promotion and facilitation of the identification and documentation of learning outcomes acquired outside of the formal context.</p> <p>In order to understand better about the non-formal and informal learning validation tools, this unit will gather information about the existing approaches to assessment, as well as the needed methods to extract, present</p>





	<p>and document evidence that suit the propose. Finally, the last section will cover the how work on linking the criteria with the learning propose.</p>
<p>Conceptual knowledge</p>	<p>It's been highlighted by the European Council the relevance of using tailored tools and instruments that allow the validation of non-formal and informal learning.</p> <p>There are existing tools that are common for all the European Union community that draw attention to the relevance of common European tools for transparency, such as Europass and Youthpass.</p> <p>These validation tools are central to the quality, legitimacy, and acceptance of the validation process but also, they influence how individual learners experience validation, shaping whether their full range of experience: Through using a wide range of tools, individuals are provided with the opportunity to reflect their full range of skills, knowledge, and competences.</p> <p>Exemplifying this topic, and linked to formal education, tests and examinations bring relatively quick results but, on the one hand, they are often perceived negatively and approached with caution by individuals who may have negative past experiences in formal education and on the other hand, it can be argued that interviews and dialogues can have high degree of validity than some other methods as they enable dialogue which means that they can help to avoid misunderstandings in the formulation of questions and answers.</p> <p>It can be concluded that the assessor's experience, communication, and facilitation skills play a strong role in this case in ensuring the validity, reliability, and fairness of the process.</p> <p>Which are the formative and summative approach to assessment?</p> <p>The European Council recommendation put the focus on to the need to develop and share appropriate tools for validation. Making progress in validation requires that the distinction between formative and summative assessment is clarified.</p> <p>As specified before, the tools and methods used for assessment need to reflect the outcomes of the learning process, but how to make progress in validation? To start with, there's a need to make a clear distinction about the approaches. In this case, there are two opposite approaches: Formative and Summative.</p> <p>The recommendation describes the formative assessment as an approach aiming at providing feedback to the learning process or learning career,</p>



indicating strengths and weaknesses, and providing a basis for personal or organisational improvement.

This type of approach fulfils a very important role in numerous settings ranging from guidance and counselling to human resource management in enterprises. Other institutions such as the IOWA University Center for Excellence in Learning and Teaching defines the tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes practical tools for helping to shape learning. The assessing tools can be by writing, quizzes, conversation, and more. Formative assessment occurs throughout a class or course and seeks to improve student achievement of learning objectives through approaches that can support specific student needs.

The summative approach is described by the European Council as the assessment and validation aim explicitly at formalising and certifying learning outcomes and are linked to, and integrated into, institutions and bodies authorised to award qualifications. On its part, the IOWA University Center for Excellence in Learning and Teaching evaluate student learning, knowledge, proficiency, or success after an instructional period, as a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to significant effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Nevertheless, the approaches don't have a clear separation in all the cases as the same tool can be used to fulfil both purposes. It is helpful to distinguish the methods that aim to extract evidence (tests and examinations, conversational methods, declarative methods, observations, simulations, evidence extracted from work) and the methods for documenting and presenting evidence (such as 'live evidence', CVs, third party declarations and portfolios). Although this differentiation is not always clear-cut (the production of a portfolio may be considered proof of certain competences in itself) it captures the difference in nature between methods that primarily aim to make visible individual competences and those that present the collected evidence.

Methods to extract evidence suited to propose.

There are several methods to extract evidence and each of them responds to a propose.

a) Test and examinations. This method is familiar and recognised as a valid and reliable tool by all the citizens. The use of this method is well-known and



the implementation of itself too as it's cheap and quick to administer. Nevertheless, this tool can be intimidating especially to those who have past negative educational experience or those with limited literacy skills.

b) Dialogue or conversational methods. These methods can be divided into interviews and debates (or discussions). Interviews are often use as a complementary tool nevertheless they can be very important tools at the time of identification of acquired competences or as a screening tool to check which mechanism will be the most suitable to extract evidence. Also, they can have a higher degree of validity than test and examinations when applied following protocols as they enable dialogue. On the opposite side, they can be less fair as the assessor can be influenced by personal characteristics.

c) Declarative methods. It's based on individuals' independent identification and recording of competences (sometimes against given criteria and sometimes not). However, the declaration is normally signed (verified) by a third party. The assessment results are then recorded, for instance in an individual book of competences but this could also be in a CV or a similar document. Declarative methods are often well suited for formative assessments or as preparation for identification of competences before summative assessment take place. Declarative methods are also flexible, enabling individuals to reflect on their knowledge, skills and competences at their own pace. However, sometimes these processes may suffer from lack of validity and reliability, due to the absence of external objective assessment.

d) Observations. This method is based on extracting evidence from the candidate while they perform their everyday tasks. The validity of observations can be high and can give access to competences difficult to capture through other means. Observations have the advantage that sets of skills can be assessed simultaneously, and measurement be valid. They are also fair, as people are not detached from their usual work environment and placed under additional stress before the assessment. Nevertheless, assessor bias may exist as personal characteristics of individuals and their workplace are revealed during the process, which may influence the assessment outcome. Observations are not always possible due to characteristics, safety, time constraints and other factors. They may also be time-consuming, in particular if there is more than one assessor. Further, because observations are grounded in everyday practice, information obtained through them for assessment of an individual may be context-specific rather than subject to generalisation.

e) Simulations The simulation is based in putting individuals in a situation close to real-life scenarios to have their competences assessed. Simulations can be more complex to organise and more expensive than other validation methods;





they normally require a large amount of study and job analysis to be prepared properly.

f) Evidence extracted from work or other practice. The evidence is extracted from work situations, voluntary activities, family, or other settings. The difference between observations and the evidence extracted from work is that the individual chooses what is going to be assessed. The validity and fairness compared with other methods is lower as the individual will often use their best performance and they will need third parties that will certify the experience.

Methods to present and document evidence suited to propose.

Evidence extracted through the previous section methods needs to be presented and documented to be assessed in order to be considered for their validity and relevancy.

a) CVS and individual statements of competences. Most common way to document individual knowledge, skills, and competences.

b) Third party reports. This tool can adopt various forms such as reference letters from supervisors, employers and/or colleagues and performance appraisals by companies.

c) Portfolios. One of the most complex and frequently used methods to present and document evidence for validation purposes. They are a mix of instruments of individuals' competences and can also include assessment by third parties in order to overcome the risk of subjectivity. Building a portfolio is a time-consuming exercise from the point of view of the applicant but is nevertheless a popular method as candidates have the possibility to show their competences in a flexible and authentic way, especially for those who have high literacy skills and are aim-oriented.

Criteria and learning propose

Before the validation tool can be selected it is important to look at the learning to be assessed. It is generally accepted that the following criteria need to be consider: (a) Validity: the tool must measure what it is intended to measure. (b) Reliability: the extent to which identical results would be achieved every time a candidate is assessed under the same conditions. (c) Fairness: the extent to which an assessment decision is free from bias (context dependency, culture and assessor bias). (d) Cognitive range: whether the tool enables assessors to judge the breadth and depth of candidate's learning. (e) fitness



	<p>for purpose of the assessment: ensuring the purpose of the assessment tool matches the use for which it is intended.</p>
<p>Innovative pedagogical approaches / Means of transmission</p>	<p>Validation in the care and youth work sectors</p> <p>This thematic report published in 2016 by CEDEFOP and the European Commission was part of a series of four thematic reports on validation of non-formal and informal learning. The aim of the report is to provide insights on how validation arrangements are implemented.</p> <p>The report gathers information about the rationale for the existence of validation arrangements at national levels, how widespread is the awareness about the validation arrangements, what type of validation is facilitated to workers / volunteers and if there's evidence of the benefits from engaging in validation.</p> <p>Validation of non-formal and informal learning for migrant and refugees</p> <p>The 2018 updated thematic report on validation of non-formal and informal learning for migrant and refugees is a document published under the umbrella of Cedefop and the European Commission.</p> <p>The document gathers information about how the validation of non-formal and informal learning is key for the labour and social integration of the individuals migrating to Europe.</p> <p>Supporting their integration of migrants and refugees to the labour market has been proven to enhances employability, can help reduce labour market skills mismatches and address the lack of skilled workers in certain occupational fields. Helping new arrivals find jobs corresponding to their skills and experience can also have positive effects on personal well-being and social cohesion. Nevertheless, and as covered by the report, each country is applying different perspectives for this validation and opportunities offering.</p>
<p>Assessment methodologies</p>	<p>ChileValora</p> <p>As covered by the 2019 European Inventory on validation, the ChileValora (CV) is a scheme formally established in 2008 in Chile (Latin America). The scheme targets people with few or no formal qualifications in order to improve job mobility and employability.</p> <p>Since its launching, the main objective of the initiative is to provide formal recognition of individuals' labour market relevant skills and competences, regardless of how they have been acquired and whether they have a title or degree awarded by formal education.</p>





	<p>The CV also aims at promoting lifelong learning opportunities by directing unsuccessful candidates who do not receive certification towards competency-based professional training. Successful applicants receive a certification that records competences who will then become part of the Registry of Certified Persons (Registry). Those who do not meet all criteria have the option to search for alternatives within the training system that enable them to fill the gaps. The country's public employment and training office provides support for these efforts.</p> <p>The CV scheme is expected to increase employability and reduce the time spent without employment. For those in employment, the certification has the potential to generate a positive impact on mobility within and outside the company or even on the sector. From the employer's side, it enables companies to hire workers whose skills are certified through a trusted and transparent process whilst reducing the cost and time spent by employers on searching for skilled labour.</p>
<p>Cutting-edge practices</p>	<p>I CARE</p> <p>As gathered by the validation in the care and youth work sectors thematic report, the Leonardo da Vinci project I CARE was coordinated by an Italian organisation and ran for two years (2010-12). It promoted innovative procedures for recognising and certifying competences acquired in non-formal and informal learning settings in Italy and Romania, with specific focus on 'white jobs' (i.e. in health and social services) and the profession of carer. The rationale for initiating this project was the need for a qualified and competent workforce and, in particular, for specific procedures to recognise the competences of people employed in 'white jobs'. These people are often not formally qualified but possess significant competences, acquired in informal/non formal settings, which tend to remain unrecognised. I CARE developed a certification procedure based on the methodology of the digital portfolio and supporting web-based platform.</p> <p>It was derived from both an exchange of European best practices in validating informal learning (coming specifically from the Netherlands and the UK) and the procedures, instruments and methods already in use in the employment services</p>
<p>Inspiring experiences</p>	<p>Assess project</p> <p>THE ASSESS PROJECT (2016-1-FR01-KA204-024183) contributed to the professionalization of member staff involved in training and professional integration (trainers, advisers, training organization, members of associations supporting return to employment, social workers responsible and accompanying integration into work, enterprises of the 3rd sector, etc.) by developing their awareness and equipping them with a method and a tool for</p>





the shared evaluation of key competences for employment. This approach took into account the specificity of the beneficiaries (young people and adults in training and / or job research) and job requirements from the point of view of company and directly related to the needs of professional sectors present on the territories.

Material

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	<p>http://libserver.cedefop.europa.eu/vetelib/2019/european_inventory_validation_2018_Chile.pdf</p> <ul style="list-style-type: none">• Murphy, I. (2019). European inventory on validation of non-formal and informal learning 2018 update. Thematic report: Validation of non-formal and informal learning for migrants and refugees• Vale, P. (2019). European inventory on validation of non-formal and informal learning 2018 update: Spain. http://libserver.cedefop.europa.eu/vetelib/2019/european_inventory_validation_2018_Spain.pdf
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Case studies

	<p>Case Study 1: The Reconoce project</p> <p>As covered by the European inventory in Validation, in 2015, a study on validation of competences acquired through volunteering was published in Spain, entitled Reconoce.</p> <p>One entity, la Confederación de Centros Juveniles Don Bosco [Federation of Youth Centres Don Bosco] led a network of organisations to promote the recognition of competences acquired through volunteering for improving the employability of young people.</p> <p>Throughout this project, the network organised an online system for accreditation of volunteering, starting with more than 1,000 youth volunteers. In the webpage of this project, they are adding members interested in validating the competences they acquired in their leisure time and youth activities. The project designed a model of validation using Scrum* as a technique for identification of competences and their recognition.</p> <p>Scrum: a flexible, holistic product development strategy where a development team works as a unit to reach a common goal", challenges assumptions of the "traditional, sequential approach" to product development, and enables teams to self-organize by encouraging physical co-location or close online collaboration of all team members, as well as daily face-to-face communication among all team members and disciplines in the project</p> <p>Case Study 2: Competendo digital toolbox</p> <p>The digital toolbox of Competendo gathers some tools and materials that following their mission, builds a bridge between the theoretical dimension (competency concept and validation frameworks), societal impact (socio-political dimension) and the concrete working fields of actors in formal and non-formal education (field dimension).</p>
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The toolbox offers Open Educational Resources to understand learning and how to accompany before, during and after the process of learning.

In the “after” learning section, Competendo highlights that once all the learning aims have been achieved, topics and methods noted down the reporting becomes a matter of incorporating observations, feedback and recommendations. So, when describing the functions of Documentation, the Competendo project highlights that it happens in numerous ways, not only in written but also as a messenger group, drawing, photo, etc. as long as the form matches the function.

Competendo offers support in the evaluation, the learning outcome identification and the documentation and redirects to different e-tools for competency assessment, description, and validation such as Appraiser or the open badges.

Self-Evaluation Tests and Activities + ANSWERS

- 1) What is the aim of the formative approach as described by the European Council?
- a. **Providing feedback to the learning process or learning career, indicating strengths and weaknesses, and providing a basis for personal or organisational improvement**
 - b. Identifying misconceptions, struggles, and learning gaps along the way and assess how to close those gaps.
 - c. Formalising and certifying learning outcomes.
 - d. Evaluate student learning, knowledge, proficiency, or success after an instructional period, as a unit, course, or program
- 2) Which of these ones is a method to extract evidence?
- a. Portfolio
 - b. CV
 - c. **Observation**
 - d. Third party reports
- 3) Why is the portfolio the most complex method to present and document evidence for validation proposes?
- a. It includes individual competences and include assessment by different assessment institutions to overcome the risk of subjectivity.
 - b. **It's a mix of instruments of individuals' competences and can also include assessment by third parties in order to overcome the risk of subjectivity.**
 - c. It includes an individual competence assessment to overcome the risk of subjectivity.



- d. It's a mix of instruments of individuals' examinations and can also include assessment by third parties in order to overcome the risk of subjectivity

4) Which of the following criteria is not needed to be considered for each potential useful learning propose assessment tool?

- a. Reliability
- b. Fitness for propose
- c. Financial propose**
- d. Cognitive range

Please complete the following activity.

Reflect on the competences you have acquired during your lifelong. Create a portfolio showcasing them as if you were supposed to get your current job position. Get some inspiration and further tips following the links included in the extra material.

