IO4 - Toolkit

WE CARE PROJECT

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

WE CARE

IFRTS Corse
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INTRODUCTION

The great majority of carers, most of whom are undocumented migrant women, are unquestionably informal employees. Vulnerable individuals, such as minors, the elderly, the disabled, and chronic disease patients, make up the population of individuals requiring care. Caregivers, on the other hand, may lack skills and education, and may be socially isolated as a result of their immigration status.

Aims and objectives of Intellectual Output 4

Due to the lack of training of migrant women working in care sector, the aims and objectives of this Output are:

- To create a Toolkit addressed to adult education teachers, counsellors and guidance personnel that consists of pioneering, innovative and cutting-edge practical tools, methodologies and applicable information
- To validate informal and formal learning, train, support, and educate migrant women working in care sectors through the Toolkit
- To create a Toolkit that incorporates a gender-focus approach and is an Open Educational Resource available in English and in consortiums' languages.

Target group and end users

The current Toolkit is addressed to adult education teachers, counsellors, psychologists, migrant workers, and guidance personnel who work with migrant women working in care sectors.

PARTNERS INVOLVED

ORGANIZATION	COUNTRY	RESPONSIBILITY
IASIS	GREECE	OUTPUT LEADER AND DEVELOPER
INFODEF	SPAIN	PROJECT COORDINATOR AND OUTPUT DEVELOPER
IFRTS	SPAIN	OUTPUT DEVELOPER
GOI	TURKEY	OUTPUT DEVELOPER
LBP	SPAIN	OUTPUT DEVELOPER
INQS	IRELAND	OUTPUT DEVELOPER AND INTERNAL EVALUATOR

UNITS

For each Unit you will find associate tools and activities, relevant to the topic of the Unit, where you can conduct in the field directly with the migrant women.

Unit Titles	
UNIT No.1	Formal vs informal care sectors: implications for the labour market
UNIT No.2	Situation of migrant women in the care sectors: needs and challenges
UNIT No.3	Innovative practices in guidance to support migrant women in care sectors
UNIT No.4	Definition of Upskilling Pathways for migrant women in care sectors
UNIT No.5	Validation of non-formal and informal learning I – Developing and implementing validation for migrant women
UNIT No. 6	Validation of non-formal and informal learning II – Validation tools and methods

TOOLKIT - UNIT 1

Title	Differences and similarities between formal and informal care
Duration	1 hour
Materials	Paper, pencil, printer, computer with internet, whiteboard
Procedure	Step 1: ● Print the text in Annex A retrieved from the website: Nursing Answer, The Informal and Formal Carers Health and Social Care Essay: https://nursinganswers.net/essays/the-informal-and-formal-carers-health-and-social-care-essay.php Step 2: ● Print Annex B for learners which consists of a chart for learners to complete. Step 3: ● Learners should complete the chart using the information given in the text. Step 4: ● Assign one learner to write some of the answers on the whiteboard. Step 5: ● The learners are invited now to provide the other answers and write them on the whiteboard and then compare their ideas.
Learning Outcomes	The trainer will be able to assist migrant women to: ● Present the characteristics of care sector jobs. ● Ackowneldge the importance of self-care for the carers in both formal and informal care. ● Be able to categorize and classify each kind of job by multiple criteria: formal/informal, skills, knowledge, etc.

Limitations	The target group can encounter is that it is a lot of information and completing the chart is a huge simplification of the whole formal vs informal issue.
Further Resources/ References	N/A

Title	Case studies of an informal carer
Duration	1 hour
Materials	Paper, pencil, printer, computer with internet, whiteboard
Procedure	Step 1: • Make groups of a minimum of 2 people in order for learners to answer the questions together. Step 2: • The learners are invited to read the case studies in Annex C. Step 3: • After reading the case studies, the learners are invited to discuss them with each other and articulate their points of view. Step 4: • Learners are now invited to complete the chart in Annex D using information from the case studies and a computer and the Internet. It will help them to research the law and the support the informal caregiver can receive. Step 5: • Designate one learner from each group to write their groups' answers on the whiteboard. Step 6: • The learners are invited now to discuss all the answers written on the whiteboard and to exchange their opinions about them.
Learning Outcomes	The trainer will be able to assist migrant women to: ● Have a better overview of what an informal carer can experience. ● To learn in a practical way the laws and support an informal carer can receive.
Limitations	Using just 2 specific case studies doesn't provide information on a wide range of carers' situations.

		However, the case studies could be based in any country so that is why it is interesting to ask each partner to find solutions specific to their own country.
Further Resources/ References		N/A

Title	Role Play: Informal Carer and Guidance Counsellor
Duration	1 hour
Materials	Paper, pencil
Procedure	**Step 1:** ● The learners are to be put in pairs. A third person can be added in order to have an external point of view of the dialogue. The session is divided into four parts: ● First: introduction to each other ● Second: dialogue between the two learners playing their roles for 5 to 7min maximum ● Third: discussion between the two learners in order to analyze the dialogue ● Finally: discussion with everybody sharing everyone's experience **Step 2:** ● Learners are invited to read the scenario below.

- The learners have to pick a role: the informal carer or the guidance counsellor. If a third person is involved, the role of observer.

Step 3:

- For the role of the informal carer:

    - You are a migrant worker in the care sector, you are now interested in finding how you can validate and use all the knowledge you have acquired in working in the field.

- For the role of the guidance counsellor:

    - You take notes of the person's situation :

        - Their age, gender, the situations they have encountered, all the details that are important for you as a guidance counsellor.

    - You have the responsibility of leading the dialogue, you have to try to be open and patient but also to help the person be focused, ask open questions about their experience, their skills, and their problems with their career path.

    - You have to try to find a way to help this person to switch from the informal to formal care sector.

- For the role of the observer:

    - You take notes of the interaction and then make a quick summary of the dialogue. You then have to summarise the strong and weak points of the conversation.

	Step 4: ● It is now time to examine and analyze the dialogue, first within the small groups, and then with the whole class: ○ Describe what you have felt during the exchange ○ Did it make you realize anything that you previously did not understand? ○ Did you find it inspiring?
Learning Outcomes	The trainer will be able to assist migrant women to: ● To develop the ability to search and find solutions adapted to a certain situation in the field of caregiving ● Critically analyse the consequences of undesirable conditions in care sector ● Increase their decision making skills for prosperous employment choices
Limitations	Using just 2 specific case studies doesn't provide information on a wide range of carers' situations. However, the case studies could be based in any country so that is why it is interesting to ask each partner to find solutions specific to their own country.
Further Resources/ References	N/A

ANNEX A

«Caring means looking after someone who is old, young or ill. The degree of care differs depending on whether one is young, old or ill but also depends on the individual and his or her requirements. The type of care given may include direct service provision, financial assistance, bureaucratic mediation and emotional support. The difference between Informal and formal care is distinguished by how the above acts of care occur. Informal care is usually voluntary and is offered by the family, neighbors or friends. The carer may be living with the care receiver and hence providing care 24 hours. It can also occur from outside the household whereby the carer lives outside the household and comes to visit the care-receiver often and complete the tasks assigned like cooking and other housework chores. The informal carers do not receive any financial payments from the care they give and hence are believed to have some kind of employment apart from their caring duties, either part time, full time or self-employed. It involves support, social interaction and protective supervision.

Formal carers act in an agency-client relationship and are paid for the services rendered. They are usually trained and there is an assessment procedure that determines the kind and amount of care that the client will receive from the carer. This is the prime difference between informal and formal care. There is a great need of incorporating informal and formal sectors in the future. This need has been brought about by the fact that studies have shown that informal carers provide 77% of all the care that has enabled people with disabilities and the old to remain at home. (Bittman et al, 2007).

Impact of partnership

Partnership between the informal and formal carer can occur whereby the home aides provide physical care like dressing, feeding, bathing, and taking the older people to the toilet and a visiting nurse from a Medicare-funded home provides medically oriented care. These nurses may also be involved in other activities like teaching the family members on ways of providing the same treatment and care. The family members may then be involved in giving oral medicines and injections and caring for wounds in between the nurse visits. Also, the therapists, either physical or speech therapists, initiate rehabilitation programs for the care receiver and consequently teach the family members how to implement and provide it to the care receiver.

Very few studies have been carried out to determine the effects on health of both types of care. Informal care has been examined on the basis of social, psychological and economic effects on the old people and on the family members giving the care. In essence it has been difficult to prove that formal home care services improve the functional status of the people who receive it. But there have been recent studies which have shown that informal care given in the household improves the functional status for those being given the care. One study carried out was meant to examine the functional status outcomes for care receivers discharged from the hospital with Medicare home healthcare and those discharged without Medicare home healthcare. The study showed that there is an overall deterioration six weeks later between those patients with Medicare home health care and those without. Other studies have shown that patients in fee-for service plans received more home healthcare and had more functional status outcomes than the Medicare patients in HMOs. The

conclusion that was suggested was that the higher intensity of home healthcare that those in fee-for-service plans received was what caused the good functional outcome. Nursing services compared to those services given by the home health aides and homemakers are more likely to reduce the likelihood of one being admitted to a nursing home. This therefore reflects nursing as an intensive intervention compared to other services.

Providing care and mental health well-being to children

The carer should encourage the child to participate in various activities that will help in the development of the child's motor skills and body awareness. These activities may include those that aim at helping the child walk, climb, kick, jump, climb and catch. By doing this the child will have developed better and higher control of the smaller body muscles that coordinate finer movements.

Providing care and mental health well-being to the elderly

The elderly can be prone to diseases like schizophrenia. The characteristics of this disease may lead to increased mortality rates and high rates of other medical complications like respiratory and circulatory diseases. There is a need to care for elderly people because schizophrenia, if accompanied with undiagnosed illnesses, and a lack of access to adequate medical care, can lead to inadequate adherence to therapy.

Caring for the mentally ill.

The carer has the responsibility of creating a relationship that is empathetic and supportive between the care receiver and him/ her. This relationship can lead to more open and courageous expression of feelings and hence the carer can help the sick person with healthy living. The relationship that the carer establishes with the patient is the key to recovery.

Conclusion

Caring is a very important aspect in our society. This is because a lot of people are getting old while others are being born and hence, these two groups of people need care. Both informal and formal caring should be partnered to ensure effective service delivery to the patients. The use of psychotherapy is common even to people who do not suffer from mental illnesses. It has been used in a number of conditions even for those people who do not suffer from mental conditions. It has been found to be useful in helping people cope with problems of unemployment, bereavement, marriage problems and chronic illnesses. Both psychotherapy and drug therapy should be used for the treatment of mental illnesses as no one method is effective on its own. »

All Answers Ltd. (November 2018). The Informal And Formal Carers Health And Social Care Essay. Retrieved from https://nursinganswers.net/essays/the-informal-and-formal-carers-health-and-social-care-essay.php?vref=1

ANNEX B

	Informal care	Formal care
Differences		
Similarities		

ANNEX C

Part A

Maria arrived in France in 2016. She was 20. When she arrived, she did not speak a lot of French (she is fluent now), so because of the language barrier, when she found a home that had agreed to host and feed her in exchange for her to care for an ageing grandfather, she immediately agreed.

The old man had dementia and was not autonomous. It has been her work for the past 5 years. Her employment was not declared and she was paid poorly. But she did everything that was asked, from taking care of the person's hygiene to making sure the medications are taken. She developed a skill in giving injections. But now, the grandfather has passed away, so Maria wants to own her life. She wants her skills to be acknowledged and to continue working in the care field, but declared this time. That is why she made an appointment to talk to a guidance counsellor.

Part B

Sofia, 30, has been taking care of her grandmother for 4 years. At first, for her grandmother it was just a problem of memory, forgetting which year it was, where the keys are and such, but as the years went on, her state has worsened, and she has been diagnosed with dementia.

Sofia is the one taking care of her grandmother because when she finished her studies in communication, she started her own company and works from home. Her company is rather modest, she's her own boss and only employee, and it is just a small addition to help pay the rent and day-to-day expenses. Yet, it is not how she imagined it would be. Before her grandmother's health situation, she was very ambitious with a lot of projects and ideas. She lives with her mother who works long hours as a cleaner 6 days a week.

However, her grandmother's state is getting worse, making her less independent. Sofia now struggles to find the time for her company and she is even starting to lose clients because she is not always able to meet deadlines. The doctor appointments also take up a lot of time. Sofia does not have her driving license; she sometimes has to take two buses with her grandmother to go to appointments to see different specialists.

Now, Sofia doesn't know what to do. She tried to talk with her mother about all her struggles but at the same time, she doesn't want to create problems. She knows that they have money issues and struggle every month to pay everything but caring for her grandmother is now occupying 70% of her time.

She is so preoccupied, busy and her mind is full of the problems she is experiencing, that she doesn't know where to go, what to ask and how to deal with this situation. Since her grandmother's condition worsened over time, she did not have the time to evaluate the help she could ask for.

ANNEX C

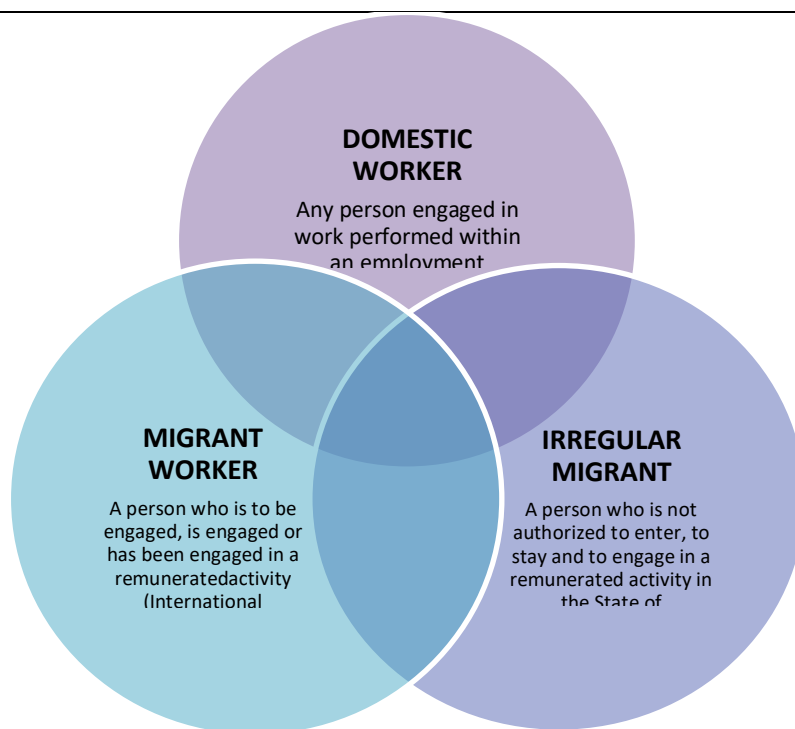|	
Make a quick summary of the situations described in the case studies.	
What are the major struggles an informal carer is confronted with?	
What kind of problems are involved in being the carer of a relative?	
Suggest solutions to these major problems. These solutions have to be from you own country, your own legislation.	
Recommend the best solution to be implemented.	
Detail how this solution should be implemented.	

TOOLKIT – UNIT 2

Title	**Manifestation of needs and challenges: Exposure of migrant women's insights**
Duration	90 mins
Materials	Whiteboard, board marker, relevant handouts, pencil, a PC and a projector
Procedure	**Introduction** **Step 1:** Domestic care sectors tend to require female labour since the traditional care routines are mostly associated with gender roles, which happens to be "woman" in this case. Have a discussion session on how the task distribution and expected roles hold in their own culture and ask them to build meaningful connections in the country they live in. To maintain brainstorming and help build a map, you can make use of the following questions: ● Are domestic and care work associated with a certain gender in your culture? If so, which gender? ● Does this gender handle the care work of nursing, the elderly or childcare? Does this lead to any changes in terms of task distribution? ● Do you think this workload is undervalued or undercompensated? ● Are you familiar with the term "global care chain"? To whom do you assign your own caregiving duties in your home country? **In progress** **Step 2:** Provide learners with some time to look through their own experiences as migrants before, during and after the migration process. In this phase, learners might share an environment of discussion upon their similar backgrounds and experiences. Try to provide a setting and atmosphere of non-judgemental discussion and a sharing environment. After giving some time to learners to reflect, hand out the checklists to let them mark the social, cultural, economical and political challenges that they've faced and still face during their time in the host country. Allow them to add on challenge categories if necessary. It's important to offer space and autonomy for the learners.

	See Annex A for the checklist. **Step 3**: Provide a discussion space to let learners express their own choices with their reasons. Allow learners to review and comment on each other's choices and see if there is a pattern for the challenges that migrant women face in informal care sectors. It might evolve out of "informal sectors" or "care sectors". Concluding the results from the checklists, define categories that include any discovered patterns of the common challenges that the migrant women face in the care sector. The focus here is on female labour which is undervalued and undercompensated. **Mop up (45 mins)** **Step 4:** Even if the migrant women contribute to the social and economic conditions of the host countries, their needs are often neglected in both social and political contexts. A compilation of the challenges will naturally lead to a list of needs to overcome the identified challenges. This part principally focuses on the self-determined needs of women working in care sectors. In this part, try to guide the learners to categorize their needs related to the challenges defined by them. As the initial step, provide the categories below to help learners organize their thoughts. **The needs of migrant women working in the care sector:** ● Needs for assistance in settling into home and work ● Financial needs ● Social needs ● Care needs ● Humanitarian needs ● Educational needs ● Health needs ● Political needs ● Precarity ● Working conditions ● Legal rights *See Annex B for the "Chart of needs"*
Learning Outcomes	The trainer will be able to assist migrant women to: ● Acknowledge the term "Global Care Chain" ● Identify and express their social, economical and psychological needs and challenges ● Categorize and prioritize their needs and challenges as migrant women working in informal sectors

Limitations	The scope of needs and challenges that migrant woman care workers state may not be covered under the scope of the lists and charts given. Flexibility for such concerns can be provided by the trainer.
Further Resources/ References	● Promoting Fair Recruitment for Migrant Care Workers, The Global Forum for Responsible Recruitment 2021 https://www.youtube.com/watch?v=PV5mU3iZNlA ● Women Migrant Workers' Contributions to Development (Policy Brief No.2) https://www.refworld.org/pdfid/5a1bfcce4.pdf ● Healthcare Challenges for Migrant Workers https://www.youtube.com/watch?v=eyRi28m0Zos ● Migrant in-home care workers in the age of COVID – 19 Decent Care work? https://www.youtube.com/watch?v=jM4w-iY0AZg ● Employment of migrant workers: case studies of selected employers in Wales and Scotland https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.216.9886&rep=rep1&type=pdf

Title	**Violation of care workers' rights in a migrant context**
Duration	Not applicable. / Learners are presented with interviews to spend time on for self-study.
Materials	A PC, Projector
Procedure	**Introductory** This activity aims at raising awareness of the potential abuse against migrant women, both in a work and everyday environment. Seeing as a considerable amount of the migrant labour force is composed of women, the conditions that they work in is examined. "Worldwide, 17-25 million migrant women are estimated to work in the domestic service sector." * (June 2010) **Step 1:** Share the following facts and statistics with the learners before proceeding with the case studies. The purpose here is to increase learners' awareness of their legal status as migrant workers. Generally, migrant domestic workers are at a heightened risk of certain forms of exploitation and abuse. At the heart of their vulnerability is isolation and dependence, which can include the following elements: an isolated life in a foreign land and often in a foreign language, far away from family; a lack of basic support systems and unfamiliarity with the culture and national labour and migration laws; dependence on the job and employer because of migration-related debt, legal status, and employer practices restricting their freedom to leave their workplace, the simple fact that the migrants' workplace may also be their only shelter and the reliance of family members back home on remittances sent from the domestic work. Women migrant domestic workers face additional risks related to their gender, including gender-based violence. These risks and vulnerabilities are further aggravated for migrant domestic workers who are non-documented or in an irregular situation, not least because they often risk deportation if they contact State authorities to seek protection from an abusive employer. ** Migrants make up a substantial proportion of all domestic workers, including migrants who are in an irregular situation. Compelled to live in the shadows due to their status as a domestic worker as well as an irregular migrant, many are at risk of being exploited, ill-treated and denied their dignity as human beings.

DOMESTIC WORKER

Any person engaged in work performed within an employment

MIGRANT WORKER

A person who is to be engaged, is engaged or has been engaged in a remuneratedactivity (International

IRREGULAR MIGRANT

A person who is not authorized to enter, to stay and to engage in a remunerated activity in the State of

Vulnerability in migrant context increases when irregular. Migrants in an irregular situation are more likely to face discrimination, exclusion, exploitation and abuse at all stages of the migration process. They often face prolonged detention or ill-treatment, and in some cases, enslavement. Rendered vulnerable by their irregular status, these men, women and children are often afraid or unable to seek protection and relief from the authorities of countries of origin, transit or destination. ***

In progress

Step 2:

In this part, it is aimed to provide migrant women with case studies of similar stories concerning the abuse and challenges of migrant women's experiences in the host country. The purpose is to have them go through the stories, observe the similar life stories and make connections with their own experiences.

Along with the reading phase, encourage learners to take notes of the parts they consider particularly poignant. These notes will help learners to organize their minds and share their recommendations for that particular situation. Let them know that they'll be sharing their own experiences and suggestions for the aforementioned situations.

The link below is an open source study about the violations of workers' rights and exposure to work-related abuse of live-in migrant and live-out local home care workers. The document contains a demographic

comparison of migrant care workers in terms of gender, age, marital status, years of education and financial status.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6011269/

With the help of the document, provide students with numerical data and statistics monitoring the situation of care workers. The scope of the rights and abuse are directly expressed by the participants that take place in this study. Also, the rates of work-related abuse and violation among migrant care workers are demonstrated.

Step 3:

Start a discussion about the vulnerabilities of work-related abuse and exploitation that migrant women working in care sectors face. The results of the study will support the initial ideas and conclusions.

Mop Up

Step 4:

The web series belonging to the "Dream Big" Project is aimed at inspiring migrant women in a foreign society despite the national, cultural, religious and traditional challenges. For every woman who managed to perform their abilities and gain a social position in the middle of this crisis, there is a 30 minute webisode featuring these inspiring women and telling their unique story.

Ask learners to visit https://dream-big-series.com/ and watch at least one episode to extract and express what they've learnt from the content. Every story is expected to inspire migrant women seeing as they've experienced the same challenges and have similar needs.

Step 5:

Build a discussion group and let them share their thoughts on the webisode they've chosen to watch. Ask them to talk about why they've chosen that particular story and what kind of connections they could build with it. Guide them to share and comment on each other's preferences to create a richer discussion environment. Allowing the internalisation of someone else's story can help them share their own experiences and help them to organise their minds and feelings.

Learning Outcomes	The trainer will be able to assist migrant women to:
	● Define and list the types of work-related abuse in a care context
	● Examine similar stories, their experiences and conclusion to connect with their own experiences
	● Express the correlations between the reasons for vulnerability and the causes of violation

Limitations	The abuse of care workers' rights and working conditions might differ in various country-based contexts. The lesson can be implemented according to common ground.
Further Resources/ References	- International Domestic Workers' Network, "Domestic workers worldwide: Summary of available statistical data and estimates", June 2010, p. 6. - Committee on the Rights of Migrant Workers, general comment No. 1 (2011) on migrant domestic workers, para 7. - Global Migration Group, Statement on the human rights of migrants in an irregular situation, 30 September 2010 https://www.iom.int/sites/g/files/tmzbdl486/files/jahia/webdav/shared/shared/mainsite/microsites/IDM/workshops/ensuring_protection_070909/prevent_violence_against_wmw_2009.pdf - Further reading on case studies conducted on the scope of Italy, France, Egypt, Morocco https://euromedrights.org/wp-content/uploads/2018/03/Violence-against-Migrant-and-Refugee-Women-in-the-Euro-Med-region-EN.pdf - See other success stories of migrant women in Canadian society despite the gender inequality and challenges https://dream-big-series.com/about/ - https://www.unhcr.org/569f8f419.pdf

Title	Constitutional Upholders
Duration	Not applicable / This lesson contains a variety of resources which can take various amounts of time and energy for every different learner group.
Materials	A PC, Projector, pencil and paper
Procedure	**Warm-Up** When migrating to escape violence, abuse, poverty and inequality, women may end up working in isolated occupations, such as domestic and care work, where they are more exposed to violence and harassment. According to the ILO, there were 67.1 million domestic workers in the world in 2013, of which 11.5 million were international migrants. About 8.5 million of all migrant domestic workers were women (ILO, 2016d, para. 16). En-route, women also face a heightened risk of abuse and extortion, particularly at border crossings. For many migrant women, the lack of information about the dangers of migrating continues to be a concern. In this activity, the legal regulations and organizations operating to support and protect migrant women workers rights will be shared with the learners. **Step 1:** To start, share the statistical knowledge with the learners and ask them if they know any organizations that support migrant women workers. The organizations or communities can be both local and international. - Do they have any experience with any of these organizations/communities? If so, please share in brief. - Have they received any kind or support/aid/guidance from them? If so, how would they evaluate the support they've received? - How do they find the support for migrant women workers/care workers? Why? **In progress** **Step 2:** After the discussion part, proceed to the video link below (you may prefer to set it as an assignment for the learners if your time schedule is overrun). The video is published by the UN Woman Training Centre and the content includes push and pull factors of migration to domestic work, numerical data on the gender and labour distribution, migration flows and related associations. In the video, an interactive element is also offered in which migrant women can ask questions and receive relevant answers.

Upon the completion of this section, it is expected that learners recognize basic initiatives and tools to apply for their needs and challenges in the process of migration through domestic work. With the forms, issues and platforms it is expected to build up a community of mutual aid, guidance and integration among the migrants and the members of the destination country.

Extension

Having recognized the abuse that migrant women endure, a number of **international treaties** are working for the rights of women migrant workers.

Step 3:

In this part of the lesson, enlighten students about these treaties and organizations to provide them with local and international support. With the help of the brief introductions provided below, visit the websites and examine the content, scope and benefits of the treaties.

CEDAW

"Committee on the Elimination of Discrimination Against Women" is a body of experts that monitor the implementation of the Convention on the Elimination of All Forms of Discrimination against Women.

CEDAW Committee consists of 23 experts on women's rights from around the world.

The primary duty of the committee is to monitor the treaty parties (States parties) obliged to submit regular reports on how the rights of the Convention are implemented.

Visit page to find out more : https://www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx

ICERD

"International Convention on the Elimination of all Forms of Racial Discrimination" takes action to promote and encourage universal respect for and observance of human rights and fundamental freedams for all without distinction as to race, sex, language or religion.

Visit page to find out more : https://www.ohchr.org/en/professionalinterest/pages/cerd.aspx

ICRMW

The State Parties of the "International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families" recall that one of the objectives of the International Labour Organization, as stated in its Constitution, is the protection of the interests of workers when employed in countries other than their own and bearing in mind the

expertise and experience of that organization in matters related to migrant workers and members of their families.

Visit page to find out more :

https://www.ohchr.org/en/professionalinterest/pages/cmw.aspx

CRC

"Committee on the Right of the Child", as its overall objective, promotes the rights of all children affected by migration through consultation with a wide range of relevant actors.

Visit page to find out more :

https://www.ohchr.org/Documents/HRBodies/CRC/Discussions/2012/2012DGDBackgroundPaper.pdf

ILO

"International Labour Organization" brings together governments, employers and workers of **187 member states** to set labour standards, develop policies and devise programmes promoting decent work for all women and men.

Visit this page to find out more :

https://www.ilo.org/global/lang--en/index.htm

Mop-Up

Step 4:

Loading up learners with legal regulations, treaties and committees can be overwhelming, yet it could benefit them to know their legal rights and protectors when they feel they're abused, mistreated, undervalued or underpaid. After the learners have become familiar with their legal status, assign them with a final writing section. The written assignment will discuss:

- Are there any issues which they have experienced which have not been covered by the scope of these treaties?

- How will this information aid them? Which issues can they use this information for?

- What did they realize before they became familiar with these treaties and their scope?

Learning Outcomes	The trainer will be able to assist migrant women to:
	• Realize the legal treaties and regulations that protect the rights of migrant workers

	• Examine the legal treaties and regulations that protect the rights of migrant workers in line with their own working experiences • Interpret the statistics and resources to make use of their own needs
Limitations	The activity contains treaties, committees, legal regulations and expressions which can be challenging for the learners to comprehend. This issue can be resolved by preliminary research and further explanations by the trainer. The trainer can also get help from the additional resources to provide learners with a further idea of the scope of these treaties.
Further Resources/ References	• A community of organizations supporting migrant woman workers https://www.solidar.org/en/projects?pillar=building-learning-societies • Further reading on CEDAW in Turkish https://kadinininsanhaklari.org/savunuculuk/uluslararasi-sozlesmeler-ve-mekanizmalar/cedaw/

Title	**Goodwill flows with a Domino Effect**
Duration	Not applicable. The lesson can take more than expected if linked to the other activities as suggested in the plan.
Materials	A PC and Projector
Procedure	The situation of migrant caregivers in a European scope and worldwide manifests common ground when it comes to experiences and stories. The video link above leads to a volunteer-run movement and organization that supports migrant women in Canada telling the stories of migrant caregivers. Working under humane conditions, landed status and basic rights are brought into focus in this project and in the respective video.

Step 1:

Provide an environment to watch the video together with the learners. Let them share their thoughts and any common ground they find with the migrants from different regions of the world.

This activity can be linked to the checklist (Annex A) for common challenges and needs (Annex B).

Step 2:

In the next phase of the lesson, observe and discuss an example of good practice about migrant workers in a local scope. The link below leads to a TEDx talk by a female lawyer who devoted a considerable amount of her own time to start and run a voluntary movement to aid and motivate migrant workers.

You can visit the link below to watch the TEDx Talk by the founder of the "It's Raining Raincoats" initiative. https://www.youtube.com/watch?v=m8kfvklUXaI

It is about an initiative aimed at showing kindness to migrant workers in Singapore in various simple and creative ways. The name of the initiative is "It's Raining Raincoats" and it runs some sustainable charity movements in a local scope. The purpose of sharing this video with the learners is to boost their motivation in the destination country and make learners familiar with the term "domino effect" that can lead to a chain of goodwill. It provides tangible examples of how good will and cooperation give people a daily smile and increases their motivation, even when away from home. It creates an environment of collaboration and makes migrant workers feel accepted and cared for by the society in the current country in which they live.

Helping Migrant Workers | Dipa Swaminathan | TEDxTanglinTrustSchool

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You can share the story as an example of goodwill and the domino effect with the learners.

"It's Raining Raincoats" decided to give Christmas gifts to migrant workers in the local area. Christmas gifts are seen as not essential, hard to afford and as a luxury by the migrants. Another organization had the idea of running a lemonade charity drive after reaching out to It's Raining Coats and asking how they could take part to help them. They asked for wireless Bluetooth earpieces as gifts for local migrant workers but they discovered that these gifts are expensive and more than their budget. The organization that they buy the earpieces from gave them a discount to help them with the Christmas initiative to make people happy. This is a good example of the "domino effect" and goodwill.

After the video, visit the active social media account of the "It's raining Raincoats" page to further introduce them to this community.

https://www.facebook.com/itsrainingraincoats

On their page, they actively share their initiatives, activities, good practices, the courses and programs they provide to migrants which can be inspiring and motivating. All of their work is on a voluntary basis and consists of migrants who have received aid from the community.

Learning Outcomes	The trainer will be able to assist migrant women to: ● Demonstrate that the smallest act of kindness and care raises the motivation and productivity of people ● Develop familiarity with the term "domino effect" ● Relate the motivation to productivity and social integration
Limitations	The given example can inspire migrant workers and adult trainers, representatives, and authorities that work in the same field, yet this local initiative could remain out of their scope.

Further Resources/ References	- www.migrantrights.com Insight into fieldwork with migrant care workers in Madrid - https://www.youtube.com/watch?v=f0J0pOOR3h4 BBC News – Migrant workers "exploited" in Japan

Title	**A mutually beneficial relationship**
Duration	120 minutes
Materials	Pencil, Paper, Computer, Projector, Forms in Annex D.
Procedure	This unit will focus on prolonging the stay of immigrants in the country they are in, the problems encountered while dealing with early migrant worker abandonment, the reason immigrants may leave prematurely and the finding of solutions. ➢ **Step 1:** Ask learners about the problems migrants face most that may cause them to leave the country. (15 min) ➢ **Step 2**: Describe the common problems below, ask if anyone is facing any of these problems, and discuss possible solutions. (45 min) **Language barriers:** One of the main reasons that migrants leave prematurely is because of language barriers. Courses that migrants can take to overcome this obstacle, methods of applying them, and similar suggestions for language development should be presented. **Separation from family:** Leaving the family, especially children, behind causes early migrant abandonment, prevents permanent integration, and reduces the motivation of the caregiver. You are required to offer suggestions in this regard. **Economy management:** Working for low wages and experiencing economic difficulties are among these problems. In this regard, you need to offer suggestions such as improving salary conditions, suggestions for economy management, alternatives, and utilising necessary skills. **Health and social rights:** The integration of migrants who know the alternatives for their own healthcare and are aware of their social and retirement rights is increasing at a high rate. **Ease of travel:** According to previous studies, one of the reasons why immigrants leave the country they serve is that they cannot travel comfortably or easily. Ask them to give examples of the problems they have experienced in this regard and offer advice on this. *https://www.corteidh.or.cr/tablas/r23987.pdf*

	➤ **Step 3:** Ask learners to write down their solutions to the above problems (or expressed by learners during the lesson) ask them to fill in the answers on the form. *See Annex D. (20 min)*
	➤ **Step 4:** Obtain students' opinions on common problems, talk about whether they have had similar problems and discuss the solutions those who have had the same problem have implemented as a solution. (40 min)
	In addition, examples of good practice in some countries to retain female migrant caregivers should be given. For example, if the learners are informed about the regulations that guarantee their social rights and working hours in the country they are in or in other countries, it will be easier for them to develop their behaviour and skills.
Learning Outcomes	The trainer will be able to assist migrant women to: ● Learn ways to stay in the country on a permanent basis. ● Find the motivation to put their work and life in order. ● Eradicate feelings of isolation by discussing problems with each other. ● Improve their adaptive ability in a culturally diverse environment
Limitations	Institutions should take the necessary steps, but proposals such as laws that need to be regulated are actions that should be taken before the states. In order not to deviate from the main subject, it will be useful to try to take advantage of the available opportunities.
Further Resources/ References	● Salaris, L., & Tedesco, N. (2020). Migration and the labour market: Ukrainian women in the Italian care sector. *Journal of International Migration and Integration*, *21*(1), 1-20. ● Kofman, E., & Raghuram, P. (2012). Women, migration, and care: Explorations of diversity and dynamism in the Global South. *Social Politics*, *19*(3), 408-432. ● Kofman, E., & Raghuram, P. (2010). The implications of migration for gender and care regimes in the South. In *South-South Migration* (pp. 46-83). Palgrave Macmillan, London. ● https://www.amnesty.org/en/latest/press-release/2021/07/austria-women-migrant-care-workers-demand-rights/ ● https://inews.co.uk/news/long-reads/social-care-workers-burnout-feel-undervalued-1329338 ● *(https://www.who.int/publications/i/item/women-on-the-move-migration-care-work-and-health)* ● https://revistas.ucm.es/index.php/INFE/article/download/52067/48752

Title	**Conditions of working environments**
Duration	90 minutes
Materials	Pencil, Paper, Computer, Projector, Checklist in Annex C.
Procedure	Working conditions refers to the working environment and aspects of an employee's terms and conditions of employment. Therefore, in order to determine and improve these conditions, it is necessary to know the determining elements well. If you are talking about physical conditions, you need to take into account the following factors. ➢ **Step 1:** Explain the obstacles shown below to the class, and convey the solutions in line with the content given to you. You can make appropriate additions to the content.(60 min) ➢ **Step 2:** Have learners take notes on how women in the care sector can improve their physical and legal working conditions. **Environmental hygiene:** Regardless of the nature of the work done, the level of environmental hygiene is very important for both the caregiver and the person being cared for. The body of the person being cared for can be sensitive, regardless of whether they are elderly, sick or a child, so in addition to the usual cleaning measures. Also, if the caregiver needs to cook, she may need to consider factors such as allergies, the amount of salt or oil in the food. *https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/coronavirus-covid-19-advice-for-the-health-and-aged-care-sector/hygiene-and-cleaning-for-the-health-workforce-during-covid-19* **Structural safety:** Even though those receiving care services tend to be from middle-upper-level income groups, attention should be paid to the safety of the building where the care service is provided. Attention should be paid to the precautions taken against disasters such as earthquakes, fires, and even storms in some countries. It should be noted that the caregiver is responsible for the safety of herself and the person being cared for in the event of a disaster. *https://app.croneri.co.uk/topics/fire-risk-assessment-and-prevention-fire-safety-procedures/fire-safety-domiciliary-care,* *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4449997/*

Security: The points mentioned here refer to the security measures that should be taken against outsiders. The entrance and exit points of the building should be well known, both the caregiver and the person being cared for should feel safe. *https://www.worksafe.qld.gov.au/__data/assets/pdf_file/0012/22233/community-working-safely-in-peoples-homes.pdf*

Surrounding objects: Objects in the environment tend to be factors that are ignored in all kinds of care services, but they should be taken into consideration, especially in order to prevent home accidents, injuries and obstacles. https://www.alsco.co.nz/2018/11/healthcare-workers-safety-measures/

Working Conditions

Working hours: Working hours in the care sector may go beyond the hours first discussed with the employer. In such cases, additional fees may be charged, or an agreement can be made with the employer (including working hours) against similar situations in advance. In addition, the employer may stipulate working hours that may impair the caregiver's performance. Even if the additional wages are acceptable, the caregiver should not accept working hours beyond a certain number of hours so as not to find themselves overworked and exhausted. https://www.elder.org/home-care/how-many-hours-will-a-home-carer-work/#:~:text=A%20homeself%2Demployed%20carer%20can,a%20range%20of%20care%20services.

Boarding: Some caregivers may have to live in their work environment. In such cases, the first concern of the caregiver should be safety. If possible, there should be a room for the caregiver only, and it should be ensured that this room is a suitable and safe place to stay. Here, the caregiver establishes a "house within a house", so to speak. This area should be the caregiver's own private area. https://www.elder.org/home-care/how-many-hours-will-a-home-carer-work/#:~:text=A%20homeself%2Demployed%20carer%20can,a%20range%20of%20care%20services.

Verbal violence, domination: No matter who it is, a person does not have the right to forcibly establish authority over another person or restrict her freedom. These rights are guaranteed within the framework of the Universal Declaration of Human Rights. The person should talk to the employer about this issue even in the slightest situation that may cause her to feel insecure and helpless, and if possible, she should terminate the agreement with the employer. It should not be forgotten that details that seem small at first may be the harbinger of negative situations that may occur   later. https://www.worksafe.qld.gov.au/__data/assets/pdf_file/0012/22233/community-working-safely-in-peoples-homes.pdf,

https://www.carersuk.org/help-and-advice/work-and-career/other-rights-at-work/your-right-to-flexible-working

Physical violence, abuse: As in the example above, the caregiver should not be faced with situations that would make her feel unsafe. The employer has no right to enter the physical private area of the caregiver under any circumstances. This is one of the issues that should not be compromised. For example, in cases where the employer is prone to violence and comes home without the ability to think clearly (after drinking alcohol, etc.), the caregiver should state as soon as possible that this situation is not suitable for her. In fact, it is one of the measures that can be taken by the caregiver to protect herself.

https://www.worksafe.qld.gov.au/__data/assets/pdf_file/0012/22233/community-working-safely-in-peoples-homes.pdf

Unregistered work: Although the efforts to solve the problem have increased, unregistered work is one of the most common problems in the care sector. Unregistered work is one of the biggest obstacles of caregivers seeking information and support on their rights, future retirement plans, job security, health and social rights. https://www.health.vic.gov.au/health-workforce-regulation/regulation-of-unregistered-health-professions, https://socialcare.wales/registration/adult-care-home-worker-registration, https://www.cqc.org.uk/contact-us/report-concern/report-unregistered-service

The first measure that can be taken in this area is, when applying for employment, request the necessary forms from the employer to ensure the work will be registered. In cases when the employer tries to postpone/ avoid this step, it is best to insist that it must be done prior to the employee starting work.

If the employer is not willing to register the job, either the job should be rejected or the employer should be persuaded to register by explaining the importance of this for both parties. If undeclared work has already begun, this issue can be discussed with the employer, and the caregiver can get information from friends in her situation about these rights and how to register. The information to be obtained is very important as it can be used to inform the employer. If the caregiver is aware of her rights, she will be able to overcome factors such as being threatened by the employer.

- **Step 3:** Practice questions and answers with learners about the above measures. Observe the notes they take. (15 min)

- **Step 4:** A checklist has been prepared where learners can mark what measures have been taken against these situations. Distribute this to the learners and discuss the results. See the attached document: Annex C. (15 min)

IFRTS Corse
Institut Corse de Formation et Recherche en Travail Social, Médico-Social et Sanitaire

T.C. İSTANBUL VALİLİĞİ

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Co-funded by the Erasmus+ Programme of the European Union

Learning Outcomes	The trainer will be able to assist migrant women to: ● Recognize the obstacles they may encounter regarding legal issues in the care sector and find solutions to them. ● Explain the measures to be taken physically for their own safety and the safety of the person they care for.
Limitations	It should be noted that the data obtained here is only for taking precautions against possible risks, and the percentage of encountering some of the problems mentioned here is quite small. Otherwise, the caregiver may become discouraged by these conditions, and the fear they may have could cause them to not be able to do their job properly.
Further Resources/ References	● https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/working-conditions ● https://www.un.org/en/about-us/universal-declaration-of-human-rights ● https://www.ilo.org/employment/Whatwedo/Instructionmaterials/WCMS_116360/lang--en/index.htm

Title	Finding, applying, and informing about bureaucratic procedures and solutions
Duration	60 minutes
Materials	Pencil, Paper, Computer, Projector.
Procedure	In this lesson, caregivers will be informed about the legal procedures in the country they are in, the application steps, the help that can be obtained in this regard, the deportation status, etc. ● **Step 1:** Introduce environments where learners can resolve everyday life and legal matters. (60 minutes) **Using the Internet:** In the 21st century, almost any transaction can be handled over the internet. Express that skills such as using the internet at a minimum level, opening and using an e-mail address, and using mobile banking are necessary. *https://statelibrary.ncdcr.libguides.com/tech_competencies2016/internet* **Residence Permit**: Adult educators should create content that will produce answers to the following questions: What is a residence permit? How can it be obtained? What steps should be followed? Which institutions can be applied to? What are the different types of residence permits available and how can they be extended? What services do consultancy companies offer? What is deportation status? What should be done to prevent it? **Promote institutions:** Define which institutions caregivers should contact in different situations. Explain the location of the institutions, according to the institutions of the country you are in, physically and online. For example, a registration guide has been prepared for carers in Wales. *https://socialcare.wales/registration/qualifications-needed* You can also refer to a similar guide of the European Union. *https://ec.europa.eu/eures/public/en/homepage* **Consultancy services:** Inform caregivers that they can receive counselling without providing a company name. **Associations, non-governmental organizations:** Inform learners that there are people and organizations to support them and inform them of the different, relevant associations and organizations. **Present any documents that may be required**: An example of relevant documents and how they should be completed should be shown to the

| | learners. **It should be noted that these documents will differ from country to country.**

For example: Appointment forms, private health insurance policy forms, fee and card receipts paid to the government, notary approved rental contracts showing the address of the individual, tax number, photocopies of passport and required pages, documents showing income status, etc. You can also visit the internet sites in the referrals section with the learners and inform them about other terms.

- **Step 2:** By looking at the dictionaries in the resources section, extract and present definitions that learners may need |
|---|---|
| **Learning Outcome** | The trainer will be able to assist migrant women to:

- Gain understanding of legal requirements according to the laws of the country they are in in order to learn how to legalize their employment
- Recognize the terms in the fields that interest them
- Identify opportunities for the future |
| **Limitations** | The subject of documents and procedures is a very sensitive subject, and its content may vary from country to country. Therefore, good preparation should be done while preparing the lesson, otherwise, it may result in misinformation. |
| **Further Resources/ References** | - https://www.iom.int/key-migration-terms
- https://www.corteidh.or.cr/sitios/observaciones/11/anexo5.pdf
- https://www.migrantsonthemove.org/homepage/migration-info/guide-to-key-migration-terms/
- https://gardinershomecare.co.uk/homecare-glossary/
- https://www.thinklocalactpersonal.org.uk/_assets/AIJargonBusterFINAL.pdf |

Title	Watch and Reflect
Duration	Not applicable
Materials	Pencil, Paper, POE forms in Annex E.
Procedure	**Theoretical knowledge about technique**: In this tool, the Prediction Observation Explain technique will be used. POE technique is a method in which learners first make predictions about what will happen in a given situation, then make observations of the situation, and then question the reasons for the difference between their predictions and observations. In addition to this section, a discussion section has been added. In the discussion part, the explanations are compared, and it is stated what the situation should be and why it should be like this. Then the discussion part is finalized.

Procedure (continued):

Information on the implementation of the role play is given below:

- **Step 1:** Learners are introduced to the task of role-playing about a given situation, and are informed of the situation.
- **Step 2:** Learners start the role-play. Before moving on to observing, the learners are asked to make predictions and write about what they think will happen in this situation.
- **Step 3:** learners write their predictions about what will happen next. However, the point to be noted is not what should happen, but only what is predicted to happen. (10 min for each scenario= 30 minutes in total) The POE forms to be used by the learners are given in Annex E.
- **Step 4:** The role-playing game continues where it left off. Learners see the situation that has arisen and see if it is consistent with their explanation.
- **Step 5:** After this point, learners compare their explanations with each other. They explain why they expect this behavior, then express what should happen to them, and why they think this way. After this point, the discussion topic is opened, the learners add what they think as a result of the comparison of the explanations and what should be done. (10 minutes for each scenario=30 minutes in total)

Case scenario 1

Choose 2 learners. One is an old woman in a wheelchair. The other person is his caregiver. The old woman constantly scolds the caregiver,

saying that she can do the work herself. The caregiver, on the other hand, does not know what to do in this situation.

At this point the role play is stopped and learners should write down their predictions.

Then the role play continues. At this point, one of the positive examples to be done is stated by the instructor beforehand and people continue this senate from where they left off.

Then, the steps given in the Explanation stage are repeated.

Acceptable answers:

- It is expected that the old person will not harm himself. Be prepared to intervene when necessary.
- Express calmly to the elderly person that this may be harmful. State that her/his duty is to be responsible for his safety.
- Propose that they do it together.
- These and similar answers are given to the learners after the discussion phase. Comments from learners must be evaluated.

Case scenario 2

In this scenario, the employer tells the caregiver that they have been busy this week and that the caregiver needs to stay for a few more hours.

The same steps will be repeated.

Acceptable answers:

- ❖ The caregiver can say that she has work to do and can not accept the additional working hours, and she can leave her job if necessary.
- ❖ The caregiver says she can do this, but insists on being paid additional wages for using her free time.
- ❖ She can make a joint contract with the employer about this situation, and try to find a middle ground regarding which days and how many hours she should work.
- ❖ She states that she has a child to take care of at home and that she can accept the conditions if the child can also be present with the caregiver.

Case scenario 3

The employer says in the interview that she has a disabled child and that the caregiver should take care of the child.

The same steps will be repeated.

	Acceptable answers: ● The caregiver asks about the child's disability and decides accordingly whether to accept the job or not. ● The caregiver states that it is a difficult job, she has no training in this regard, and refuses the job. ● She states that she can accept the job if she is informed about the situations she may experience and if the employer can clearly express what she should do in possible risk situations.
Learning Outcome	The trainer will be able to assist migrant women to: ● See how they can act in various situations that they may encounter. ● Gain the knowledge that they can use these skill sets in other similar situations.
Limitations	One of the problems that can be encountered here is that the points the learners predicted are counted as correct even though they are not. It is important that the instructor is competent in this area and intervenes on the spot by listening to the learners. Attention should be paid to the laws of the country in which the law is interpreted. It should not deviate from the main goal of learning about suitable "doors" that are open or that can be opened, rather than trying to find a "back door". While guiding learners, it is useful to let them be free to listen to the existing concepts and solutions in their minds, even if they are wrong. Of course, the desired outputs should be emphasized by the trainer.
Further Resources/ References	● Astiti, D. T., Ibrahim, M., & Hariyono, E. (2020). Application of POE (predict-observe-explain) learning strategies to reduce learners' misconceptions in science subjects in elementary school. *International Journal of Innovative Science and Research Technology*, 5(7), 437-445. ● https://apps.who.int/iris/bitstream/handle/10665/259463/9789241513142-eng.pdf ● https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_436974.pdf

ANNEX A

CHECKLIST

We've compiled a variety of challenges that are most likely to be faced by migrant women before/during/after the migration process. Please tick any of the situations that you've experienced. This will provide the basis for your in-group discussion in the next phase.	
Lack of proper Information before, during and after the migration process.	
Hardship in finding a way or person to take over their care duties in their home country. (Global Care Chain)	
The belief of women being suitable for certain tasks (such as cleaning, serving, nursing, elderly care, childcare)	
Inexpensive employability	
Limited choice of occupations due to facing discrimination -as women and as migrants	
Barriers in accessing migration documentation (residence permit and authorization to work)	
Marital status or pregnancy	
Barriers for family reunification	
The age factor in the employability process (being treated with disadvantage because of maturity)	
Barriers in access to justice	
Age of children	
Psychological or physical abuse before/during/after the migration process	
Informal discrimination based on religion and race	
Lack of legal protections as recognized employees	
Working overtime without overtime pay	
Limited access to health services, including for their children.	
Limited access to legal protection	
Food and sleep deprivation due to an excessive number of working hours	

ANNEX B

Chart of Needs

CHART OF NEEDS	
Need for assistance in settling into home and work	
Economical needs (employability, insurance, etc.)	
Social Needs (Social integration, socio-economic upgrading, etc)	
Mentoring Needs (Providing proper information before/during/after the migration process, etc.)	
Policies (Legal Status, protection, etc.)	
Health Issues (accessing health services free of charge and without discrimination)	
Educational Needs (certification and occupational programs, language support, formal training, etc.)	

Childcare support (assistance for daycare, provision for children, etc.)	

ANNEX C

Checklist about working environment

My working environment is hygienically suitable for working.	
The environment I work in is safe against fire and other natural disasters, and precautions have been taken.	
The environment I work in is safe from malicious people.	
The risk of home accidents is reduced in my working environment.	
My working hours are regular and such that I can spare time for myself and my family.	
I have my own private room in my boarding house and I have my own space.	
My employer's attitude towards me is positive.	
I have not seen physical violence or bad behavior from my employer.	
I am a registered employee.	
I have social rights such as health, insurance, retirement.	

ANNEX D

Problems and Solutions Form

Problems I may encounter	Solutions

ANNEX E

Predict-Observe-Explain Form

Predict (Please predict what will happen after this stage in the scenario)
Observe (Observe carefully what happens at this stage)
Explain (What just happened, was it consistent with your predictions? Why did this happen like this?)

Discuss (Compare your explanation with the other learners in the class, did your perspective change after the teacher evaluation, what can you say in addition?)

TOOLKIT – UNIT 3

Title	Is your Dream Job really that Dream?
Duration	2 hours
Materials	Pencils, A4 paper
Procedure	**Step 1:** Print the scheme in Annex A and give it to the female migrant to write in the middle what her realistic dream job is. **Step 2:** Ask her to list in the "Working Condition" section which components of the ideal job are the most important for her. You can ask questions like: - What are your desired working hours? - What income do you want/expect? - Are there any specific benefits that are highly important to you? - Would you be interested in travelling on business trips? - Do you prefer a full or part time job? - What place/country do you prefer to work in? **Step 3:** In the section "Job Tasks" ask her to write what duties and tasks are the best for her needs and abilities. **Step 4:** In the section "Skills Matching" ask her to write what skills she thinks she has that match with the job. **Step 5:** In the section "Interests Matching" ask her to write what interests she thinks she has that match with the job. **Step 6:**

	In the section "Working Conditions" ask her to write down her preferred working environment (such as, company culture? Physical environment? Artistic environment?)
	Step 7:
	Now open a discussion by asking these reflective questions: - Is the job you seek compatible with your working requirements? - Will you be able to put your skills and abilities to use at work? - Do you believe your realistic dream job will meet your needs? - Is the job you chose realistic? - Will you be able to accomplish its responsibilities?
Learning Outcomes	The trainer will be able to facilitate migrant women to: • Self-reflect on the aspects of a suitable job • Identify individuals needs and elements • Feel motivated to reach the goal
Limitations	The word "realistic" is constantly being mentioned because this activity aims to reach high efficiency. A dream job is defined as one that has great potential to be reached by taking into consideration needs and abilities.
Further Resources/ References	N/A

Title	SWOT Analysis on Finding a Job
Duration	2 hours
Materials	Pencils, A4 paper with the table of SWOT analysis
Procedure	In this activity you have to provide Annex B printed and instruct on how to complete the SWOT analysis. SWOT analysis (or SWOT matrix) is a strategic planning and strategic management approach for identifying strengths, weaknesses, opportunities, and threats, typically used in company rivalry or project planning. A personal SWOT analysis can help someone achieve their job goals in the same way. It gives insights into your personality strengths and weaknesses, the issues you face, and the chances that are available to you now and in the future. The reflective questions for each SWOT area are the following: **STRENGTHS:** Recognize your assets. Reflect on the following questions: - What are your inherent talents? - What skills have you gained? - What are your inherent abilities or gifts? **WEAKNESSES:** Recognize your flaws. This section examines the areas in which you may make improvements. Consider the following questions: - Is there anything about your education or training that could be improved? - What are others' perceptions of your weaknesses (teachers, friends)? - According to potential employers, what are the areas where you could improve? **OPPORTUNITIES:**

	Examine the external elements you might utilize to get a job or choose a career path in the industry. Consider the following questions: - What is the current state of the labour market? - Is your future field of work expanding? - Do you have any contacts that can help you find the most suitable job for you? **THREATS:** Examine any potential risks to your professional goals or sector of employment. This section analyzes the external factors that may have an impact on your capacity to meet your goals. Think about the following issues: - Is your preferred field of work changing? - Does the job you desire have a lot of competition? - What is the most serious external danger to your goals?
Learning Outcomes	The trainer will be able to facilitate migrant women, by providing the necessary tools, to: • Create a SWOT analysis on job seeking planning • Examine strengths and weaknesses, external opportunities and risks to build self-awareness abilities.
Limitations	There are a number of psychological defense systems in place which might prevent an individual from recalling flaws and weaknesses. It is critical that beneficiaries work on it as much as possible and provide real responses in order to get a better image.
Further Resources/ References	https://www.businessnewsdaily.com/5543-personal-swot-analysis.html#:~:text=A%20personal%20SWOT%20analysis%20can,now%20and%20in%20the%20future.

Title	Skills Tree Assessment
Duration	2 ½ hours
Materials	Pencils, A4 paper with the Annex C
Procedure	In the current activity you are asked to complete the Tree (Annex C) based on the answers given by the female migrant. The main goal is to dig into inherent talents and past jobs, to match skills and forecast a job that will fit to the competences of your beneficiary. **Step 1:** In the "Previous Jobs" sections you have to identify and ask your beneficiary about her past in the labour market. The main goal is to gather what skills have been developed so you can summarize them in the "Identified Skills" section. You can ask questions like: 1. Tell me about yourself, what have you done so far? 2. What was your first job? 3. How many different jobs have you had so far? Can you recall them one by one? 4. How many years did you spend in each job? 5. What were your main responsibilities in your last job you had? 6. If you could give a professional title to yourself, what would that be? 7. What was your favorite job you have worked in? **Step 2:** You must now repeat the process in the "Interests" area. You're supposed to "dive" into her interests and figure out what talents she's acquired so far through hobbies and other activities. Keep in mind that everything counts, from "I enjoy cooking" to "doing cosmetics on my friends in my spare time," because you may discover skills that will be useful or great for a future career from anywhere. The "Identified Skills" section should provide a list of all skills seen. The following are some introspective questions to consider: 1. What do you like to do in your free time? 2. What do you do when you are not working?

	3. What do you enjoy doing as a hobby? 4. Do you have any hobbies? If yes, what? 5. Do you think you have built skills through your hobbies and interests? If yes, what? **Step 3:** This is the most difficult phase since you must foresee a career based on the skills you have discovered earlier. Some skills may be related to others, while others may be irrelevant. Keep in mind, however, that your decision-making process must be adaptable because various abilities may be merged to obtain a more specialized career. For example, if someone has extensive expertise providing hygienic care in informal settings and spends a lot of time cooking in her own time, she would be an excellent candidate for a culinary role in the formal caregiving sector. Some reflective questions which can be addressed to the beneficiary: 1. What do you think of the jobs I have found that might be suitable for you? Do you like any of these ideas? 2. Do you think you have learned anything today by recalling your previous jobs and interests? Did you learn anything new about yourself? 3. Are things clearer now? 4. What job do you think would be suitable to you?
Learning Outcome	The trainer will be able to facilitate migrant women, by providing the necessary tools, to: • Reflect and bring their skills to the surface • Forecast the most suitable job based on skills derived from previous occupations and interests • Find the most suitable job
Limitations	Many individuals' skills and goals might be very different, complex, and irrelevant to each other. Try to conduct the forecasting process to identify the most suitable job through identified skills with the beneficiary, as asking her opinion and preferences is very important.
Further Resources/ References	N/A

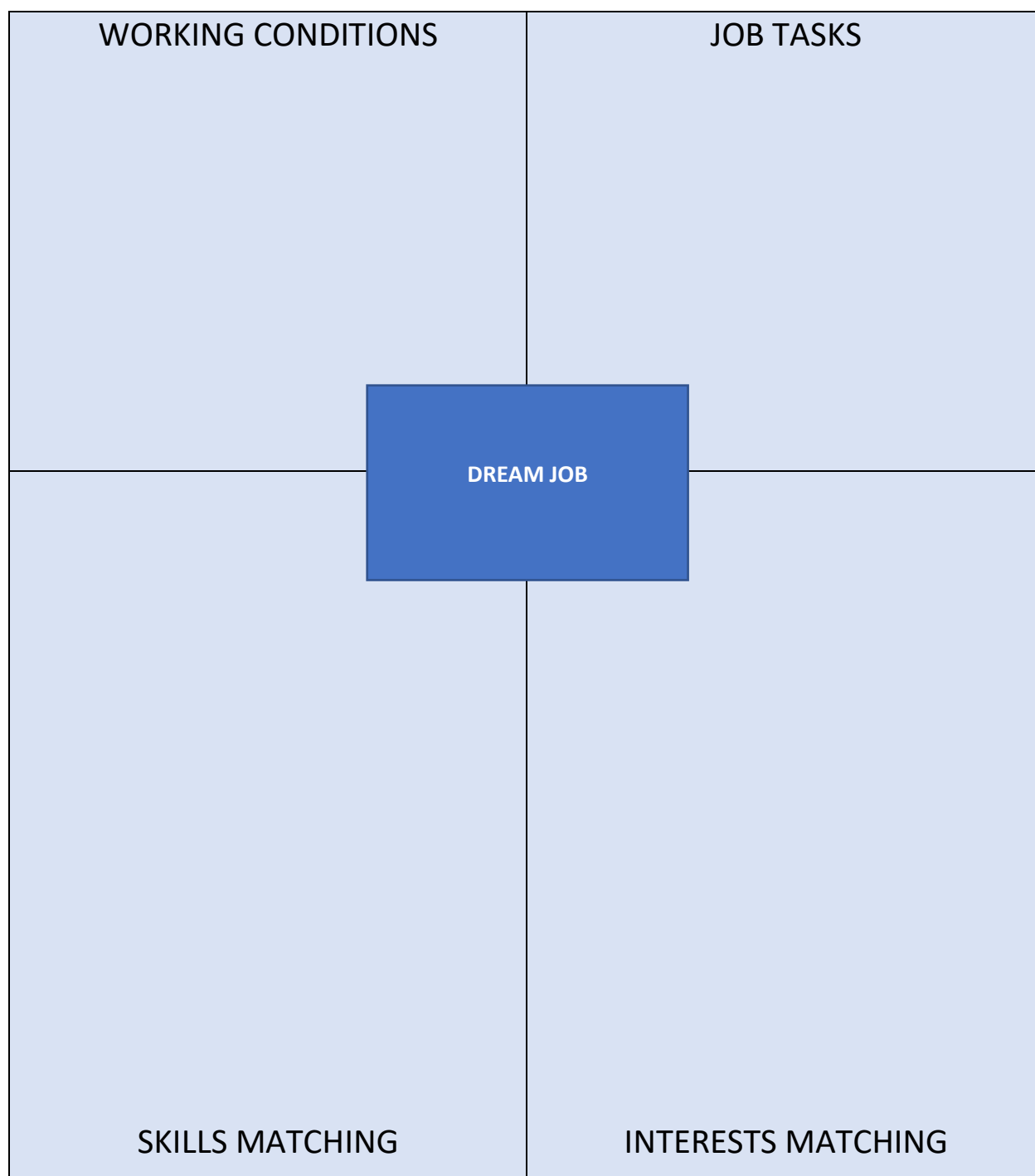| Title	Promoting Your Skills
Duration	3 hours
Materials	Computer with network access
Procedure	**Step 1:** Ask your beneficiary to create a Europass CV (https://europa.eu/europass/en/create-europass-cv) . The Europass CV is one of Europe's most well-known CV formats. Employers and educational institutions will find it simple to utilize. To begin, ask the learner to complete the Europass profile with details of her education, training, job experience, and talents. With only a few clicks, after completing the Europass profile, she may produce as many CVs as she wishes. Simply ask her to choose whatever information she wants to include and her preferred design, and Europass will take care of the rest. Some IMPORTANT tips when creating a CV: - **INTRODUCTION:** This is the section where she should summarize and underline the benefits she can provide to a potential employer. Including any professional highlights that will help people remember what she has done will help a lot. It should be personalized to each position she applies for, with the goal of making her stand out from the crowd. - **DESCRIPTION OF SKILLS IN A FEW WORDS:** Listing the abilities and expertise she has that are particular and relevant to the position in short bullet points is extremely important. Hiring managers will swiftly read this area of the CV to see what she has to offer and whether she is a good fit for the job. Don't forget to ask her to add crucial talents that can help her stand out from the crowd in the skills part of the CV. Communication skills, computer skills, teamwork, problem solving, and even knowing a foreign language are examples of these. Skills may emerge from the most

	unexpected places, so she should consider what she has done to develop her own.
	- **EXPERIENCE:** This part should contain paid jobs, applicable volunteer or work experience positions, and her career history in chronological order. It's crucial to adjust this portion of her CV to the job, especially if she is applying for a position where essential duties from past positions are relevant.
	- **RESULTS INSTEAD OF TASKS:** It is preferred to present honest proof focusing on the outcomes of the work rather than a laundry list of tasks. For instance instead of highlighting the phrase "In charge of the cleanliness of a hospital" it is preferable to say "Provided high quality cleaning services even in the most demanding periods, always keeping the speed of accomplishing tasks high".
	- **KEEP IT SIMPLE AND DO NOT OVERLOAD WITH INFORMATION**
	- **BE CAREFUL OF SPELLING MISTAKES**
	Step 2:
	Ask the woman to share the CV to as many job-matching platforms as possible. Another option for high dissemination of the skills, is the creation of a LinkedIn account (www.linkedin.com) which functions like a EUROPASS CV but lets you access a wide range of potential employers very easily.
Learning Outcomes	The beneficiary will be able to: - Create a EUROPASS CV highlighting the most relevant skills and previous experience - Market her capacities - Foster her employability prospects
Limitations	N/A
Further Resources/ References	● (https://europa.eu/europass/en/create-europass-cv) ● https://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2012/mar/15/cv-tips-first-arts-job

Title	Self-Care Assessment
Duration	2 ½ hours
Materials	Pencil, A4 papers
Procedure	The aim of this activity is to raise awareness of the mental health of beneficiaries and identify obscure abusive signs: - Provide the Self-Care Questionnaire to your beneficiaries (Annex D) - The questionnaire consists of open questions only - Before beneficiaries fill in their answer, it is necessary to employ a relaxation technique: **Step 1:** You must start with a relaxation exercise to make beneficiaries feel comfortable. The exercise goes as follows: *"Get into a very comfortable sitting or lying position. Make sure you are warm enough but not too warm and that you will not be interrupted by the phone, doorbell or needs of others.* *Start by looking at a spot above your head on the ceiling. Take a deep breath for a count of 8, hold it for a count of 4, let it out for a count of 8. Do this 2 more times.* *Now close your eyes but keep them in the same position they were in when you were staring at the spot on the ceiling.* *Breath in for a count of 8, hold for a count of 4, breathe out for a count of 8.* *Now focus on your toes. Let them be completely relaxed. Now move the relaxation slowly up your legs, through your heels and calves to your knees. Now let the warm feeling of relaxation move up your thighs. Feel your whole lower body relaxing. Let the relaxation move very slowly through your buttocks, lower abdomen, and lower back. Now feel it moving, very slowly, up your spine and through your abdomen. Now feel the warm relaxation flowing into your chest and upper back.* *Let this relaxation flow from your shoulders, down your arms, through your elbows and wrists, out through your hands and fingers. Now let the relaxation go slowly through your throat, up your neck, letting it all soften*

	and relax. Let it now move up into your face. Feel the relaxation, feel it in your jaw, cheek muscles, and around your eyes. Let it move up into your forehead. Now let your whole scalp relax and feel warm and comfortable. Your body is now completely relaxed with the warm feeling of relaxation filling every muscle and cell of your body. **Step 2:** Now give beneficiaries 1 hour to complete the questionnaire **Step 3:** Reflect with the learner with questions like: - Do you feel better after completing the questionnaire I gave you? - Did you learn anything about yourself? - How would you describe your feelings now?
Learning Outcomes	The trainer will be able to facilitate migrant women, by providing the necessary tools, to: • Express her feelings • Primarily screen her own social and mental health
Limitations	This is a delicate procedure that must be handled with care. On the one hand, a relationship between you and your beneficiary is required; on the other hand, this tool is non-intrusive and is designed to identify any signs of abuse so that the right specialists may be notified (mental health professionals, police, etc.). Reading the questionnaire, you will notice that it tries to cover a wide range of her social life as well, as the main aim is indicators that reveal signs of abuse. In many abusive cases, victims prefer to isolate themselves for instance, and you might see that the victim states that she has no friends. However, many questions may be influenced by other factors as well (introverts for instance prefer to keep their social circle small, or due to her migration status she could likely have no relatives in the host country, factors that have no relation to abusive traumas).
Further Resources/ References	N/A

ANNEX A

WORKING CONDITIONS	JOB TASKS
	DREAM JOB
SKILLS MATCHING	INTERESTS MATCHING

ANNEX B

ANNEX C

PREVIOUS JOBS

↓

IDENTIFIED SKILLS

INTERESTS

←

↓

SUITABLE JOB

ANNEX D

Question	Answer
How have you been feeling in the last few days?	
Are you getting enough sleep?	
Are you eating well?	
Are you taking care of your health?	
Do you exercise?	
When was the last time you talked to someone when you did not feel well?	
If you do not feel good, whom will you inform?	
Do you have activities in your life that make you feel better?	
What do you enjoy doing?	
How many friends do you have?	
When was the last time you sawa friend?	
Do you have a good relationship with your family?	
Do you think you deserve respect in your workplace?	
Do you think your values are recognized at your workplace?	
What would you change about where you work?	

TOOLKIT – UNIT 4

Title	**Upskilling Pathways: An Introduction**
Duration	1 hour 45 minutes
Materials	*Computers, 1 between 2 learners.* *Computer, projector, and white board and pens for the adult educator.* *Paper and pen for learners.* *Access to the video on the following webpage:* Upskilling Pathways - New opportunities for adults - Employment, Social Affairs & Inclusion - European Commission (europa.eu) *Access to this webpage:* Upskilling Pathways - a quick intro | EPALE (europa.eu) *Best Practice: Upskilling Pathways methodologies – jigsaw reading and speaking task handout - 4 texts sourced from the We Care Manual to be cut up and a different one given to each learner in a group of 4:* **Text 1: Adult education - Denmark** 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. 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. 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. **Example 2: Combined programmes & The Snabbspåret initiative - Sweden**

The European Commission noted 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. Furthermore, education and training can be combined with subsidised employment.

Furthermore, the Snabbspåret initiative in Sweden matches opportunities for migrants with labour market needs. The Public Employment Service (PES) coordinates the initiative. The success of the measure is boosted by the agreement in place between the labour market authority (Arbetsförmedlingen) and social partners, who can apply for funding to provide work placements and practical tests which are undertaken in the workplace. The initiative is particularly used in industries with a lack of skilled workers, and sectors with favourable employment opportunities. Snabbspåret is currently in use in over 30 occupations within 14 sectors. The initiative provides validation of learning based on industry driven procedures, thus leading to high levels of understanding and trust by employers.

Text 3: Du Kannst was!

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.

Text 4: The International Women's Centre – 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: *360 degrees feedback, performance assessment, observations, presentations, interviews, and simulations.* An accredited trainer/assessor (in the field of career-management) drives the skills 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.
Procedure	**Step 1: Lead- in to Upskilling Pathways:** Ask learners to discuss the following question in pairs: *What do you think "Upskilling Pathways" is and what might it involve?* Obtain feedback. **Step 2: Listening – video task:** Project: [Upskilling Pathways - New opportunities for adults - Employment, Social Affairs & Inclusion - European Commission (europa.eu)](#) from the EU Commission's website and ask learners to watch it while considering the following questions: 1. *What is the purpose of Upskilling Pathways?* 2. *What are the steps to implementing Upskilling Pathways?* Play the video. Play the video for a second time if required. Afterwards, learners should compare their answers in pairs before getting whole class feedback. Next, set another discussion question: 1. *How do you think Upskilling Pathways could benefit migrant women working in the care sectors?* Ask learners to discuss in small groups before obtaining whole class feedback. **Step 3: Upskilling Pathways – reading task:** Provide a computer for learners to use working in pairs. Project the link and ask learners to navigate to the site: [Upskilling Pathways - a quick intro | EPALE (europa.eu)](#) Introduce the next task: learners will read a quick guide by the European Commission about Upskilling Pathways and will summarise the key points afterwards in small groups. Suggest taking notes as they read. Discussion: After reading, put learners in small groups and ask them to summarise and analyse the key features of Upskilling Pathways, before discussing together as a whole class.

Step 4: Best Practice: Upskilling Pathways methodologies – reading and speaking task:

Prepare a handout before the class that can be photocopied and then cut into 4 pieces (4 separate and different texts). *See Materials Section for the handout text*. On each piece of paper will be an Upskilling Pathways best practice example, each one from a different country with specific mention to migrants.

Put learners into groups of 4 and give each learner within the group a different text. Learners will read their own example carefully and then summarise it in their own words to their group members and discuss and evaluate the reasons why the initiative was successful and how it benefited migrants in particular.

Obtain feedback together as a whole class.

Step 6: The application of Upskilling Pathways to support migrant women in care sectors - discussion

Working in pairs, ask learners to consider how to apply what they've learnt about Upskilling Pathways specifically to migrant women like themselves working in care sectors, what might it look like in this context?

Whole class feedback and discussion.

Roleplay

To finish, set up a roleplay where one learner acts as the counsellor and the second learner acts as the migrant woman working in the care sector. Learners should imagine the migrant woman has come to the counsellor to participate in Upskilling Pathways but isn't sure what this is exactly. The counsellor should try to explain the process and what it would involve in relation to the specific case of a migrant woman working in the care sector.

Discussion

Finish with a whole class discussion about their roleplays. What did you (the adult educator) notice while observing the learners?

What feedback would the learners like to give?

Learning Outcomes	The trainer will act as a facilitator and support migrant women to:
	- participate in Upskilling Pathways with a full understanding of what it involves and how it will be of benefit to them

Limitations	In case learners find the discussion on how to apply Upskilling Pathways to support migrant women in care sectors difficult, it is recommended that the adult educator has thought of some examples to help guide them. For example, in step 1, skills assessment, migrant women could be asked to self-evaluate the skills which they have against skills required to work as a care worker.
Further Resources/ References	- 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) - Council Recommendation on Upskilling Pathways : New Opportunities for Adults (2016) : EUR-Lex - 32016H1224(01) - EN - EUR-Lex (europa.eu) - Cedefop analytical framework for developing upskilling pathways for adults, May 2019. cedefop_af_upskilling_pathways_20-21.05.2019.pdf (europa.eu) - European Association for the Education of Adults » New Skills Agenda for Europe (eaea.org) - Texts for the jigsaw reading and speaking task are sourced from the We Care Manual, and originally from: european_inventory_validation_2018_Refugees_Migrants.pdf (europa.eu) and implementation-report-upskilling-pathways_en.pdf (europa.eu)

Title	Skills Assessment
Duration	2 hour 45 minutes
Materials	*Computer, projector and wifi for the adult educator.*

Computer and wifi (1 between 2) for learners

White board, pens,

A3 paper and pens for brainstorming

Lesson Stage 1 - Text for reading task:

<div align="center">Skills Assessment</div>

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.

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 those otherwise disadvantaged 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.

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.

Lesson Stage 2 - Text for the listening task:

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: ***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***.

Lesson Stage 3. - To provide information on the knowledge, skills, and competencies of care workers, access Skills Panorama, Skills Intelligence provided by Cedafop access: [Care workers: skills opportunities and challenges (2019 update) | Skills Panorama (europa.eu)](#) *The page can be projected (or if necessary, translated and made into a handout).*

Lesson Stage 3 - To provide the national healthcare booklet to learners that details the role and function of Health Care assistants within your country, conduct a google search. For Ireland, for example, the document can be located here: [health-care-assistant-review-final-report-2018.pdf (hse.ie)](#)

Lesson Stage 4 - To illustrate a methodology for demonstrating knowledge, skills, and competencies in key areas even if they have not been obtained through formal education and training or through work experience: [What values do I need to work in social care (skillsforcare.org.uk)](#) *This can be projected and scrolled down to page 3: the table of Social Values, and an empty space for Your Experience. Or use this to create a handout to project instead.*

Lesson Stage 4 - To show another skills assessment example to the learners. Project it or make a handout of one of the tables. [*Microsoft Word - Self Assessed Skills Audit.doc (ulster.ac.uk)*](#)

Lesson Stage 5 – Adult educators should use the information from the lesson above to create a self-assessment skills questionnaire for learners to complete. They should also provide a language test to check their students' language ability. Language tests can also be sourced online. For example, to check a learners level of English, adult educators can source a test from [Online English level test | - | LearnEnglish](#)

	(britishcouncil.org) *It should be possible to find similar tests online for all languages. Learners will need access to a computer to complete the test.*
Procedure	**Step 1: Lead-in to Skills Assessments:** Ask learners to think back to the previous lesson and remember the 3 key steps to Upskilling Pathways and what each step involves. Obtain feedback and board the key points. Explain that in today's lesson, they will focus on Step 1: Skills Assessments. Provide a handout summarising Skills Assessments, using the most relevant information from the text provided (copied from the We Care Manual as a guide). Adult educators should adapt the text to suit the learners. *See Materials Section for the handout text*. Before handing out, board the questions you would like learners to think about as they read, for example: *1. What does a skills assessment involve?* *2. What is the result of a skills assessment?* *3. What should be undertaken alongside a skills assessment?* Provide time for learners to read and answer the questions and then compare their answers in pairs before obtaining whole-class feedback. **Step 2: Listening Task:** Set the task: Ask learners to listen and note down the different types of skills assessments mentioned in the text. Read out a section of the We Care Manual about skills assessments. *See Materials Section for the listening text.* After listening, ask learners for feedback. **Step 3: Brainstorming:** Next, ask learners to brainstorm the types of knowledge, skills, and competencies a worker in the care sector needs. Ask learners to think about their own personal knowledge, skills and competencies. They should discuss in groups before whole class feedback is elicited and boarded. Provide information on the knowledge, skills, and competencies of care workers set out by Skills Panorama, Skills Intelligence provided by Cedafop. The page can be projected or printed on a handout. Care

workers: skills opportunities and challenges (2019 update) | Skills Panorama (europa.eu)

Highlight the bar charts and corresponding list of skills and the following points:

The tasks performed by personal care workers in the health services are usually simple or routine and include assisting patients with mobility, washing and other personal needs.

According to Eurofound's Job Monitor, teamwork, creativity and resolution and gather and evaluate information are the most important tasks and skills of care workers.

Learners can be provided with the national healthcare booklet that details the role and function of Health Care assistants within their host country. For Ireland, the document can be located here: health-care-assistant-review-final-report-2018.pdf (hse.ie) Learners can be encouraged to refer to it during the *Practical Implementation* part of the lesson.

Step 4: Examination of the skills required of care worker skills and providing examples:

Project the webpage Care workers: skills opportunities and challenges (2019 update) | Skills Panorama (europa.eu) and scroll down to the infographic: Figure 1: Importance of tasks and skills of care workers. Go through each one with the class, eliciting example care work tasks that require this skill. Ask learners to also consider **other activities** that require this skill. Board key ideas. **Discuss the importance of demonstrating their knowledge, skills, and competencies in these key areas even if they have not been obtained through formal education and training or through work experience**. Provide an example to show this clearly: What values do I need to work in social care (skillsforcare.org.uk)

This can be projected and scrolled down to page 3: the table of Social Values, and an empty space for Your Experience. Or use this to create a handout to project instead.

Show another skills assessment example to the learners. Project it or make a handout of one of the tables. Microsoft Word - Self Assessed Skills Audit.doc (ulster.ac.uk)

Step 5: Practical Implementation:

Provide learners with a self-assessment questionnaire for a skills assessment for migrant women working in the care sectors. This handout should be prepared prior to the lesson using the information

outlined in this lesson on the knowledge, skills, and competencies of care workers. To create this handout, adult educators can also refer to the booklet by their national health provider regarding care workers.

Learners work alone to complete the self-assessment questionnaire and then compare their answers in pairs.

The adult educator should move around the class and provide guidance if needed.

Step 6: Guidance and counselling:

Refer learners back to the introductory text they read on skills assessments during Stage 1 of the lesson, paragraph 3 in particular:

A skills assessment should be undertaken in parallel with guidance and counselling.

Explain that learners will now receive some personal guidance from the adult educator regarding their completed skills assessment. Learners will take turns to chat one-to-one with the adult educator about their answers. The adult educator will provide some feedback on the relevant skills they have and will identify any skills gaps. Adult educators should point out that this will be a short chat, they will be meeting for a longer period of time one-to-one in the next lesson when they will be looking at personalised learning offers.

While the learners are waiting to talk one-to-one, they can be given a language assessment quiz to assess their host language ability. The learners will need access to a computer or mobile phone and wifi to complete the test as it will most likely be an online resource. For example, an English language test can be sourced here: Online English level test | - | LearnEnglish (britishcouncil.org) Or the adult educator can source a language assessment prior to the lesson and provide handouts.

During the guidance sessions, adult educators should provide guidance, and useful feedback on the completed skills assessment, identifying any current skills and any skills gaps.

Learning Outcomes	The trainer will act as a facilitator and support migrant women to: • Recognize skills and competencies a care worker is required to have • Recognise her own skills and competencies and how they relate to required skills and competencies for a care worker • Complete a skills assessment and language test
Limitations	If more time is needed to undertake the one-to-one guidance sessions, learners can be asked to attend on a different day and given a time to attend their personal appointment.

Further Resources/ References	Skills Assessment handout text sourced from the We Care Manual, and originally from: https://www.cedefop.europa.eu/files/cedefop_af_upskilling_pathways_20-21.05.2019.pdf
	Listening text sourced from the We Care Manual, and originally from: 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 : 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	Cedefop (europa.eu)
	Best Practice examples sourced from the We Care Manual, and originally from: implementation-report-upskilling-pathways_en.pdf (europa.eu)
	Skills development and recognition for domestic workers across borders : wcms_533536.pdf (ilo.org) (See page 3 for care worker skills).
	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)

Title	**Personalised learning offer**
Duration	2 separate days: 1/ 1 hour 30 mins lesson time 2/ 3 hours for one-to-one guidance sessions (self-assessment, personalised learning offer and guidance)
Materials	*Computer and projector for adult educator* *Computers (1 between 2 learners)* *White board and pens* *Wi-fi* *Lesson Stage 1 - Text for adult educator (to refresh knowledge prior to the class):* 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:

"- 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.

Procedure

Step 1: Lead-in to personalised learning offer:

Whole class discussion: Ask learners to review step 2 of Upskilling Pathways, a personalised learning offer. What does it involve?

Discuss together briefly with the adult educator summarising the key points for the learners. Adult educators can refer to the text above prior to the class, copied from the We Care Manual, to review the topic of personalised learning offers. Using this information, adult educators should:

1. Summarise what a personalised learning offer is.

2. Summarise the important features of a personalised learning offer.

3. Explain the benefits a learning offer combined with a qualification provides.

4. Identify possible learning offer pathways.

5. Outline the advantages of a personalised learning offer with work-based learning.

Step 2: Research:

Ask learners to consider the information they have studied in the lesson so far and to brainstorm the types of courses that would be of benefit to them? Provide or elicit an example to help learners begin, such as, caring for older people suffering from dementia.

Obtain feedback on their initial ideas and board them.

Provide learners with a computer between 2 and ask them to search for potential courses in their country that could benefit them personally. Give learners adequate time to conduct a thorough search and make notes.

Learners should present their findings to the class. Adult educators should note key ideas on the board.

Step 3: Analysis:

Ask learners to work in small groups to analyse the ideas for training suggested in the previous task in terms of their suitability for women like themselves who are working in informal care sectors and would like to work in more formal settings. Furthermore, ask learners to consider other suitable courses which could be of benefit (but which they may not have found any information on, for example, improving digital skills). Obtain feedback and board ideas.

Step 4: Guidance:

	Learners should be given a time on a different day to attend one-to-one guidance with the adult educator and receive:
	1/ **Self assessment:** learners should bring their self-assessment questionnaire from the previous class and their language assessment score; and adult educators should prepare interview type questions in advance to gain further information about each learner's knowledge, skills and competencies during the meeting.
	2/ **Personalised learning offer**: based on each learner's skills assessments, adult educators should work with the migrant woman to identify possible education and training opportunities.
	3 hours of course time can be used to facilitate this.
	*Adult educators would benefit from having access to a computer during the one-to-one sessions so he/she can easily access/search for relevant information/courses/etc.
Learning Outcomes	The trainer will act as a facilitator and support migrant women to: - Recognise their current skills and competencies and any gaps in their skills and competencies - Recognise relevant further training available in their host country that will help further their career in the care sector
Limitations	Learners may find it difficult to find courses which are being run in their countries which would specifically benefit them. Adult educators can advise on this before learners start researching and advise learners to also look for courses for care workers in general rather than for migrant women specifically. As well, they can search for more general courses which would be of benefit to migrant women as a whole. Adult educators can also provide some examples of courses which would benefit care workers looking to upskill, such as courses in first-aid.
Further Resources/ References	● Learning Offer text sourced from the We Care Manual, and originally from: https://www.cedefop.europa.eu/files/cedefop_af_upskilling_pathways_20-21.05.2019.pdf ● 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) ● CEFR(Common European Framework of Reference for Language): https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

Title	Validation and recognition
Duration	2 hours
Materials	*Note paper and pen for learners.* *2 handouts for step 1 of the lesson – jigsaw reading: 1 on validation and 1 on recognition:* *Texts for handouts (sourced from the We Care Manual):* Text 1 – Validation: Validation involves the measuring of Results against a relevant standard. Cedefop, 2019, informs 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. Validation initiatives for migrant women 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. *Text 2 – Recognition:* 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 any 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. 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 overqualified for their job. Furthermore, migrants come up against many other barriers when attempting to gain access to validation initiatives to get their knowledge, skills, and competencies recognised. For unregulated industries that require less official recognition of qualifications, the European Commission provides an online tool that can be used in order 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, an established network of national NARIC centres, for example, in Ireland: NARIC Ireland Foreign Qualifications - QSearch (qqi.ie).
	Procedure	**Step 1: Lead-in to Validation and Recognition:** As a whole class, ask learners what they think is meant by validation and recognition of acquired knowledge and skills. **Step 2: Jigsaw reading:** Inform learners that half of the class will read about validation in more depth, and the other half will read about recognition. After reading, they will summarise and discuss the purpose, benefits, impacts and potential barriers to validation or recognition of acquired knowledge and skills to a learner who has read the opposite text. *See Materials Section for the texts for the handouts.* After learners have had the opportunity to read, summarise and discuss the key points in their pairs, bring the whole class together for a group discussion – a summary of the information they have learnt about. The adult educator should then demonstrate the Naric tool and show the learners how to produce a comparison of a qualification and print the statement out.

	Step 3: Question and answer session – making recommendations to migrant women about the purpose, benefits, impact of, and potential barriers to validation and recognition of acquired knowledge and skills: Learners should work in pairs and write down any questions they have relating to the validation and recognition of prior skills process. The purpose of this activity is to provide the opportunity to ask the adult educator to explain further and provide practical advice. **Step 4: Course conclusion:** Ask learners to think back on the learning unit and discuss the following question in small groups: 1. *What are the key points you have learnt about Upskilling Pathways, in terms of the purpose, process, features, and methodologies and its possible benefits for supporting you?* 2. *Outline the potential barriers and issues you might face.* 3. *What do you think should be done to better support you in your transition to more formal care settings?* Obtain whole class feedback and discuss.
Learning Outcomes	The trainer will act as a facilitator and support migrant women to: - Recognise the purpose of validation and the recognition of previously acquired skills and competencies - Recognise barriers they may face in relation to validation and the recognition of their skills and competencies - Be able to use the Naric tool to acquire a statement comparing their qualifications with their host country's national framework of qualifications
Limitations	During Stage 3 of the lesson, it is important to allow plenty of time for learners to ask questions and obtain practical advice from the adult educator.
Further Resources/ References	● Text on validation and recognition sourced from the We Care Manual and originally from: https://www.cedefop.europa.eu/files/cedefop_af_upskilling_pathways_20-21.05.2019.pdf ● Other references within these 2 texts are: ● European Web Site on Integration - European Commission (europa.eu) ● european_inventory_validation_2018_Refugees_Migrants.pdf

	- european_inventory_validation_2018_Refugees_Migrants.pdf - european_inventory_validation_2018_Refugees_Migrants.pdf - european_inventory_validation_2018_Ireland.pdf (europa.eu) - european_inventory_validation_2018_Ireland.pdf (europa.eu) - Country Reports- European Inventory on Validation of non-formal and informal learning : European Inventory on validation of non-formal and informal learning	Cedefop (europa.eu)

TOOLKIT – UNIT 5

Title	Recognition of Prior Informal Learning (RPL): Profiling tool
Duration	1 hour
Materials	Profiling tool designed by the Scottish Social Service Council. Open access on the website: https://www.sssc.uk.com/knowledgebase/article/KA-01674/en-us
Procedure	**Step 1:** Look at the first column in the profiling tool: Examples of life experiences. Ask yourself whether you have had these or similar experiences. Provide a specific illustration of each experience which is relevant to you, ie a particular event, task or situation. **Step 2:** Look at the learning and skills gained column. Think about whether these are the types of skills/knowledge that you have learned, or developed further, through this experience and add further examples of what you learned. **Step 3:** The next column asks you to think about the application of this learning to your current practice. It is likely that you have applied and further developed the skills and knowledge that you have gained through your life experiences within your social services role. **Step 4:** The next column indicates the mandatory/core units to which this learning could relate. **Step 5:** The next stage of the profiling process is to provide reflective evidence of your learning through experience. It's recommended to use the exercises included in the profiling tool itself.

	Step 6: Discussion of the actions needed to be taken in order to gain further experience in your care role or to gather or produce the evidence you have identified
Learning Outcomes	The trainer will be able to: ● Identify learners competences independently of the learning context (formal, non-formal or informal) ● Document learners competences independently of the learning context (formal, non-formal or informal)
Limitations	The tool includes general guidelines but nevertheless is specific with the Scottish Vocational Qualification level 3 in Health and Social Care.
Further Resources/ References	● SSSC (2007). RPL Profiling Tool. Internet: https://www.sssc.uk.com/knowledgebase/article/KA-01676/en-us ● Rassel, Jennifer (2010): European Inventory on Validation of Nonformal and Informal Learning 2010. SSSC Case Study: RPL as a stepping-stone to qualifications. https://cumulus.cedefop.europa.eu/files/vetelib/2011/77637.pdf

Activity Title	Recognition of Prior Informal Learning (RPL). Profiling tool: Reflective exercise 1
Duration	1 hour
Materials	Profiling tool designed by the Scottish Social Service Council. Open access on the website: https://www.sssc.uk.com/knowledgebase/article/KA-01676/en-us
Procedure	This reflective exercise completes the profiling tool built by the Scottish Social Services Council (see prior tool). In this tool, the user is invited to reflect on one of the life experiences identified in the profiling tool that is applied to their daily life. For this task, it's recommended to ask learners to write their answers to the following questions: • With regards to the life experience you have identified, what happened? • What do you know now that you did not know before you had the experience? • Skills: What can you do now that you could not do before you had the experience, or can do better now because of the experience? • Reflection: What were your feelings and thoughts? What did you do well? What would you do differently? What values did you use? • Application: Think of a different situation in which you could apply what you have learned.
Learning Outcome	• • Identify learners competences independently of the learning context (formal, non-formal or informal) • Assess learners competences independently of the learning context (formal, non-formal or informal)
Limitations	The reflection tool aims to support the self-recognition of prior informal learning. For this matter, the results will be needed to work in one-to-one sessions to finalize the assessment.
Further Resources/ References	• SSSC (2007). RPL Profiling Tool. Internet: https://www.sssc.uk.com/knowledgebase/article/KA-01676/en-us • Rassel, Jennifer (2010): European Inventory on Validation of Nonformal and Informal Learning 2010. SSSC Case Study: RPL as a stepping-stone to qualifications. https://cumulus.cedefop.europa.eu/files/vetelib/2011/77637.pdf

Title	Recognition of Prior Informal Learning (RPL). Profiling tool: Reflective exercise 1
Duration	1 hour
Materials	Profiling tool designed by the Scottish Social Service Council. Open access on the website: https://www.sssc.uk.com/knowledgebase/article/KA-01676/en-us
Procedure	This reflective exercise completes the profiling tool built by the Scottish Social Services Council (see prior tool). In this tool, the user is invited to reflect on work experience in which they have applied their learning from their life experience to their current social services practice. For this task, it's recommended to ask learners to write their answers to the following questions: - With regards to the work experience you have identified, what happened? - Knowledge: What knowledge have you built upon or gained as a result of this experience? - Skills: What skills have you built upon or gained as a result of this experience? - Reflection: What were your feelings and thoughts? What did you do well? What would you do differently? What values did you use? - Application: Think of a different situation in which you could apply what you have learned.
Learning Outcome	- Identify learners competences independently of the learning context (formal, non-formal or informal) - Assess learners competences independently of the learning context (formal, non-formal or informal)
Limitations	The reflection tool aims to support the self recognition of prior informal learning. For this matter, the results will be needed to work in one-to-one sessions to finalize the assessment.
Further Resources/ References	- SSSC (2007). RPL Profiling Tool. Internet: https://www.sssc.uk.com/knowledgebase/article/KA-01676/en-us - Rassel, Jennifer (2010): European Inventory on Validation of Nonformal and Informal Learning 2010. SSSC Case Study: RPL as a stepping-stone to qualifications. https://cumulus.cedefop.europa.eu/files/vetelib/2011/77637.pdf

Title	Identifying competences
Duration	1 hour
Materials	Open Resource - Employment Plus Erasmus plus Project Module 2 workbook. Activity 3: Identifying competences.
	Open Resource - Employment Plus Erasmus Plus Project Annex 3 with case studies.
	Open Resource - Employment Plus Erasmus Plus Project Module 2 2.3 Appendix Resources Book for the five assessment tools to be printed on card for the learning activity.
	Printer for the cards.
Procedure	As highlighted by this Erasmus Plus project, the recording of informally acquired competences is very important for vulnerable users as the usual competence assessments respond to medium and higher qualification groups. For this activity, professionals should follow these steps:
	Step 1:
	Read the case studies included in Annex 3 of the project.
	Step 2:
	Look at the different assessment tools and think about which of the tools is best suited for the respective person from each case study.
	Step 3:
	If possible, working in groups, discuss your results and see how often there is a consensus and where your results may differ. Discuss why there are differences in your opinions on the usefulness of the presented activities.
Learning Outcome	● Identify learners competences independently of the learning context (formal, non-formal or informal)
	● Assess learners competences independently of the learning context (formal, non-formal or informal)
Limitations	In order to enrich the tool, the professional will need to be part of a large group.

| Further Resources/ References | Employment Plus (2021): Training Modules and Materials for Action Learning Sets. Module 2 Workbook: Vocational choices. http://erasmusemploymentplus.org/training-facilitators/ |

TOOLKIT – UNIT 6

Activity Title	ASSESS: Tool for continuous evaluation of competences and approaches to employment support
Duration	1 hour
Materials	Assess online evaluation tool: Open and free to use, available at the Assess Erasmus plus project website (http://www.assess-pro.eu/)
Procedure	This online evaluation tool was designed as a useful resource for trainers and tutors from companies and training centres to help them evaluate workers and candidates focusing on performance indicators as well as on the importance of the correlation between the individual project and the needs of companies and businesses. The ASSESS tool provides free and open access for the evaluation of different comprehensive sets of competences related to specific job profiles. This evaluation will be the starting point for the identification of training needs aimed at the improvement of these competences. **Step 1: select a job profile.** Select among twelve job profiles from five different professional sectors. **Step 2: select the type of competences.** a) Competences which are specific for each job profile: By selecting these competences you will be directly led to evaluation step 4. b) Competences which are transversal for all the job profiles: By selecting these competences you will continue to evaluation step 3 **Step 3: select transversal competences to evaluate.** The relevance of transversal competences varies between companies, jobs and countries. In this step you can choose which transversal competences you need to evaluate for the worker or candidate you are assessing, bearing in mind the needs of the particular job or company. **Step 4: evaluate the competences with the competences evaluation dashboard.**

	By clicking on the "Assess" button of each competence you will be provided with detailed information to facilitate the evaluation of the competence. Evaluate each competence by analyzing all the information provided and ranking these two combined criteria: The importance of the competence for the particular job or company or the ability of the worker or candidate to perform the competence. **Step 5: get the evaluation report.** Once all competences have been evaluated a Competences Evaluation Report will be provided. This report will include qualitative and quantitative information about the competences assessed as well as training recommendations for the worker or candidate bearing in mind the needs of the particular job or company.
Results	● Identify methods to extract evidence suit the proposal better ● Identify methods to present and document evidence suit the propose better ● Interpret the criteria with the learning propose
Limitations	Limited to twelve job profiles from five different professional sectors
Further Resources/ References	http://www.assess-pro.eu/evaluationtool/

Activity Title	Portfolio / e-portfolio assessment
Duration	Not applicable: The duration of this activity will be linked to how much time the individual needs to reflect and document their learning path.
Materials	Not applicable: The materials needed will be adapted to the purpose of the portfolio itself.
Procedure	Portfolio assessment enables reflection on real performance. It shows the weak and strong domains and offers the possibility of observing progress during the learning process. It encourages individuals to take responsibility for their own learning. **Step 1:** Determine the portfolio purpose. This step will decide how the results of a portfolio evaluation will be used to inform the course. **Step 2:** Identify the Results the portfolio will address. **Step 3:** Decide what to include in the portfolio. The content may consist of a range of items: plans, reports, essays, CV, checklist, self-assessment, references, video-CV. **Step 4:** Identify or develop the scoring criteria to judge the quality of the portfolio. **Step 5:** Establish standards of performance and examples (level of scoring).
Learning Outcomes	- Identify methods to extract evidence suit the proposal better - Identify methods to present and document evidence suit the propose better
Limitations	The portfolio relies on the individual's literacy skills and ability to reflect. For those with limited literacy skills, a third person will be needed. This is recommended for all the cases in order to provide overall external assessment.

Further Resources/ References	AMHE (2021): "O3 Assessment of the skills/qualification procedure". http://amhe-project.eu/en/project-results/

BigOpen Onlineclasses (2014): "Creating Effective Portfolio Assessment" Retrieved on the 19th of November 2021: https://www.youtube.com/watch?v=kTClSU_md10

Mokhtaria, L (2015): "The Use Of Portfolio As An Assessment Tool". International Journal of Scientific & Technology Research, 4(7), 170-172. https://www.ijstr.org/final-print/july2015/The-Use-Of-Portfolio-As-An-Assessment-Tool.pdf

Stateuniversity.com: "Assessment - Portfolio Assessment". Portfolios, Students, Student, and Teachers: https://education.stateuniversity.com/pages/1769/Assessment-PORTFOLIO-ASSESSMENT.html

Thoughtco: "Building a Portfolio Assessment Can Be a Powerful Tool for Students": https://www.thoughtco.com/the-purpose-of-building-a-portfolio-assessment-3194653 |

Title	Interviewing as a validating tool of non-formal and informal learning.
Duration	The duration of an interview will depend on the time allocated to each of the steps as well as the context.
Materials	There are no set materials to conduct and use in an interview as a validating tool of non-formal and informal learning. The materials needed for an interview depend on the setting. For face-to-face online: Internet access, electronic device with audio recording, camera, questionnaire if needed. Tools generally used in interviewing.
Procedure	**Step 1: Plan the interview:** Determine what you want to know, draft your interview questions, practice how to conduct an interview, set appointments with the individuals, explain the purpose of the interview, address terms of confidentiality. **Step 2: Conduct the interview:** If necessary, start to record the interview and check that everything is working properly. Introduce yourself (your organisation if necessary). Ask your questions. Respond and act accordingly to the behaviour and feedback given by the interviewee. Take notes. At the end, be open to being asked questions. Thank the interviewee. **Step 3: Analyse the information collected**: Gather the information collected and analyse, classify, and compare with other interviews if necessary.
Learning Outcomes	● Identify methods to extract evidence suit the proposal better ● Identify methods to present and document evidence suit the propose better
Limitations	Interviewing establishes a dialogue which can result in bias when analysing the information collected. Also, it's not a perfect process so it can result in an incomplete process, one with one or both parties lacking attention. It is also time-consuming.

Further Resources/ References	● AMHE (2021): O3 Assessment of the skills/qualification procedure. http://amhe-project.eu/en/project-results/ ● Community Tool Box: "Assessing Community Needs and Resources | Section 12. Conducting Interviews": https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-interviews/main ● Gardner, B. M., PhD. (2020, 3rd January). Using Interviews to Assess and Mentor Students | Faculty Focus. Faculty Focus | Higher Ed Teaching & Learning. https://www.facultyfocus.com/articles/educational-assessment/using-student-interviews-to-assess-and-mentor-students/ ● London Metropolitan University – Student Zone: "Preparing for interviews, online tests and assessment centres" https://student.londonmet.ac.uk/jobs-and-employment/preparing-for-interviews-online-tests-and-assessment-centres/

Title	Re Orient: Virtual Reality App Scenario
Duration	1 hour
Materials	Re Orient Virtual Reality App, VR glasses, Electronic device suitable to run the Re Orient Reality App
Procedure	The Re-Orient Erasmus Plus Project (2018-1-FR01-KA202-048015) is aimed at building suitable digital outputs addressing the re-orientation of adult beneficiaries.

As part of the project, a virtual environment was created so the beneficiaries will come across different tasks that have to take place in order for a charity event to be organized.

Step 1:

The simulation starts by the user being asked, in the framework of a charity event, to participate in one of the several teams of people that will work for the development of parts of this event. The user has to select which team she/he prefers to join, selecting the three most preferable teams

Step 2:

When joining one of the teams, the user is asked to tick which tasks they prefer to participate in.

Step 3:

After choosing all of the preferred tasks, a report will be built to be assessed by a professional that will support the building of a competence profile. |

	The VR tool, The Virtual, provides a cost effective, easy to use and innovative tool for applying orientation tools, which would otherwise take place through questionnaires. It also brings digital and gamification tools closer to those users who, for various reasons, are not familiar with them and are excluded from our highly technological lives.
Learning Outcomes	- Identify methods to extract evidence suit the propose better - Identify methos to present and document evidence suit the propose better - Interpret the criteria with the learning propose
Limitations	The Virtual Reality App requires a high technological skills set that can limit access by a wide range of individuals.
Further Resources/ References	Re Orient (2020): "VR APP". Available at http://www.reorient.eu/en-us/VR-App