

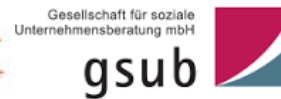
# REVALUE

Refugees Empowerment through VET for an inclUsive Europe  
**ReStart- a tool & process to support refugees & asylum seekers (IO1)**



Erasmus+

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<https://revalueproject.wixsite.com/revalue>

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# Main points

## Introduction

- 1. Aims & Goals of the REVALUE - Context : a Lifelong Learning project**
- 2. Publics of the REVALUE- migrants & professionals working with them**
- 3. Methodological approach- general framework**
  - 3.1 portfolio approach - the Migrapass example**
  - 3.2 Combining VET & the linguistic approach- the Vintage example**
  - 3.3 The competence approach- the Key Tutors example**
  - 3.4 The VPL approach- the AllinHE example**
- 4. A tool & process to support migrants- the ReStart tool kit**
- 5. The ReStart approach- example of the testing conducted in France**
- 6. SWOT analysis – reflexive approach & self-assessment**

## Annexes

- A- Testing the tool kit among the European team in the 5 countries – from theory to practice (feedback)**
- B- Other EU projects of relevance**
- C- A European team**
- D- Glossary**
- E- Bibliography**

## Introduction

The ReValue project is an Erasmus + project (2016-2019) led by the Italian organization ERIFO in 5 EU countries: Italy (leader & partner), France, Germany, Hungary and United Kingdom). One of its aim is to provide a picture of migrants arrived in Europe within the refugee crisis (since 2015), combining both an education and labour market perspectives. In the demographic and geographical studies published since 2015, we are missing detailed information on their specific profiles- such as average educational and professional levels of certain categories of migrants such as refugees. Although the scope of the project is limited to 5 countries and a sample of 250 migrants (including refugees), it should provide key elements on their profiles and expectations that might be helpful for policy-makers in order to design relevant public policy in the field of labour inclusion.

The first output of the REVaLUE project is the “REStArT”- a toolkit to assess formal, non-formal and informal knowledge, competence and skills as well as the education level of migrants. It combines different tools and guides already designed to support migrants in their transition in the labour market. It addresses professionals - both migrant service providers and job counsellors - to determine an experience, an education level and a master of competence and to assess knowledge, competence & skills of migrants, including formal, informal and non-formal learning. This toolkit was designed by iriv Conseil (France) and tested for its designing among professionals and migrants (Cité des Métiers, Paris, September to December 2017) before being dispatched among the ReValue team to be tested in the 5 countries of the project: Italy, France, Hungary, United Kingdom and Germany (January-February 2018). The testing has a double purpose: on the one hand, it is a test for the toolkit efficiency together with a first draft for potential user; on the other hand, it provides migrants participating to the testing with a more realistic resume (CV) and a career plan to support their job search and career development. The resume (CV) resulting from the ReStart toolkit should better reflect migrants’ knowledge, competence and skills, providing employers with more detailed , more efficient and validated information. The resume (CV) is to be “certified” by the project partners- Erifo & Programma Integra (Italy), iriv Conseil & FISPE (France), Ashley and Rinova (UK) and Jovokerek (Hungary), to guarantee the truthfulness and the quality of the information provided. The purpose is to overcome cultural barriers and prevent any skepticism from potential employers when they receive the candidacy from a migrant.

Therefore the ReValue approach appears as a win-win situation:

- 1- for professionals, this is an opportunity to test the tool and to make any necessary adjustment;
- 2- for migrants , they improve their opportunities to find an employment more appropriate with their skills, experience and competences

## 1. Aims & Goals of the REVALUE

REVALUE aims at promoting labour inclusion of migrants including refugees, subsidiary protection holders and asylum seekers. It intends to design and test VET courses to answer migrants' needs focused on vocational skills combining basic and transversal skills (reference is made to the 8 key competences, European framework, EC, Brussels, 2006). The materials designed will be freely available to promote its dissemination across Europe.

The ReValue project refers to the recommendations of the international community. The UNCHR states that host communities should facilitate the development of migrants' language and vocational skills and assist them in pursuing employment (Note on the integration of refugees in the European Union, 2007). Similarly, the OECD (2016 & 2017) supported a facilitating labour market access for migrants; a better recording and assessing of foreign qualifications, work experience and skills; the developing of tailor-made integration approaches. Migrant workers may be a main asset in the European labour markets.

The refugee crisis (2015) clearly underlined that all countries in Europe were concerned - not only the first countries of arrival of migrants (mainly Greece and Italy). Therefore, any action should be carried out transnationally. Moreover, it should be useful to use common tools and procedures for migrants' skills assessment and training methodologies. Thirdly, European countries, on a national level have implemented different levels of public policies for migrants ; they should benefit from cross-fertilization and exchange of best practices. Finally, as migration has a European dimension, it is useful that the ReValue project experience and its outputs should be applied in European Union as a whole.

Main objectives of the **REVALUE** project

- 1- facilitates recognition of formal, non-formal and informal knowledge, competences and skills of migrants including refugees/subsidiary protection holders/asylum seekers through the design and implementation of a toolkit for migrants' skills assessment - KA2 horizontal priority 2 'inclusive education, training and youth' and 5 'transparency and recognition of skills and qualifications'
- 2- transfers new highly qualifying skills to migrants including refugees/subsidiary protection holders/asylum seekers through tailored VET courses that meet their specific learning needs and characteristics, in particular the language - KA2 horizontal priority 1, 2 and 3; VET field specific priority 3 and 4;
- 3- provides migrants including refugees/subsidiary protection holders/asylum seekers with hands-on experience through the creation and implementation of work-based laboratories - VET field specific priority 1.

### European partners

**ERIFO**, leader (Italy) -  
**Programma Integra**, partner (Italy)-  
**Iriv conseil** , partner (France)- <http://www.iriv.net>  
**FISPE** , partner (France)- <http://www.fispe.fr>  
**Gsub** partner (Germany)- [http:// www.s](http://www.s)  
**Ashley** partner (UK)- [http:// www.](http://www)  
**Rinova** partner (UK )- [http://www.](http://www)  
**Jovokrek**, partner (HU )-

## 2. Publics – migrants refugees & asylum seekers & professionals supporting them

The first target group of the Revalue is migrants including refugees/subsidiary protection holders and asylum seekers recently arrived to Europe. In the second phase of the project, mostly qualified/skilled migrants will be addressed - female migrants are given special consideration, integrating a gender approach in the design and implementation of project's products.

A second target group of the ReValue is professionals working with migrants- both migrant service providers and job counsellors. They gather diverse profiles in the different countries- social workers in associations and NGOs, civil servants in public bodies dedicated to the welcome of migrants, educators (teachers & trainers) in associations and public bodies... they may also have a different status: many volunteers work with paid staff in the associations and NGOs in charge of migrants.

In order to answer on a pragmatic basis the expectations of these two publics, the design of the ReStart toolkit (IO1) was combined with the testing of a first draft of the tool kit conducted by iriv Conseil (French partner in charge of the IO1) in the framework of the monthly clubs it offers at the Cité des Métiers (since 2012). Professionals- mainly social workers supporting migrants in their transition to the labour market – were associated together with migrants coming from different backgrounds- Africa, Latin America and Europe. This testing took place between September and December 2017 and gathered an average of 10 participants (between 8 to 12 people for each club). Migrants had to attend 4 sessions- described in the practical methodology (page 12).

## Specificities of the refugees, asylum seekers and humanitarian migrants

The number of humanitarian migrants who seek protection in Europe is steadily increasing. In the last three months of 2015 the number of asylum applicants was 426000, with an increase by more than 130% compared to 2014. Data show that around 50% of applicants receive some sort of humanitarian protection. This means that they become members of the European society. However, it is possible to become an integral part of a society only if an effective social integration occurs.

According to a study conducted by UNHCR, what makes refugees feel most integrated is having a job. A recent OECD paper 'Making Integration Work' (2016) states that "the earlier migrants enter the labour market, the better their integration prospects in the long run". Refugees, however, tend to have more difficulties in achieving employment integration than other migrants. Even when they find employment, they are often overqualified for that job: immigrant's over-qualification rate is 12% higher than that of native-born, and refugees show the highest rate.

According to a study realized by UNHCR, qualified refugees are even more negatively affected than other migrants. This is due to a combination of factors. First of all, refugees seldom have proof of their previous studies and even when they do; it is hard to obtain an official recognition in the host country. Secondly, working experience gained at home is not recognized and it is dismissed by local employers, who tend to value only the working experience acquired in the host country. Refugees also face long periods of inactivity which lead to demotivation and deskilling which in turns means that refugees could only accept low-skilled jobs, remaining trapped in a low socioeconomic cycle. Moreover, they lack knowledge of the local language and employers tend to have a discriminatory attitude towards them.

### 3. Methodological approach to build the ReStart tool & process

In the framework of the validation of non-formal learning, we may make non-formal competences be transparent. The transparency of non-formal and informal skills represents a segment of the "process of identifying and validating" competences.

This process is a service aimed at recognizing the skills acquired by the person through reconstruction & assessment of formal learning, even in the event of a break in the formal, non-formal and informal learning path. It is essential to bear in mind that a key feature of validation is that it is a "process of confirmation by the competent authority of the acquisition of a learning outcome measured in relation to an appropriate standard" (EU Council , 2012, p. 5).

Validation essentially wants to show the richness and diversity of what has been learned by a subject. Learning often takes place outside the formal education and training contexts, mostly in the workplace or in the pursuit of a recreational activity, and is often underestimated and ignored. Second, validation aims to attribute a value to what the subject has learned, regardless of the context in which learning has taken place.

REVALUE can't therefore be defined as a path leading to formal validation of learning, because the trial process is not acted upon by a subject entitled to validate. But, it is likely to imagine that - beyond the life of the project - the methodological plan can be acquired and exploited also by subjects entitled to the formal validation of learning.

The formal process of identifying and validating skills is articulated in 4 steps:

1. Identifying learning outcomes acquired by the person through non-formal and informal learning;
2. Documenting the learning outcomes acquired by the person through non-formal and informal learning;
3. Assessing the learning outcomes acquired by the person through non-formal and informal learning;
4. Certifying the learning outcomes acquired by the person through non-formal and informal learning in the form of qualifications or credits that contribute to obtain a qualification or, where appropriate, in some other form (Council of the European Union , 2012, p. 3, points 2a-2d).

By moving this path into the REVALUE experimentation, phases 1 and 2 are carried out on the basis of the Migrapass methodology , while phases 3 and 4 are entrusted to companies hosting or employing refugees.

Therefore, in REVALUE the "appraisal" of the learning will be "regulated" by the market, while the "certification" will be an enterprise. In other words, the result of the evaluation is realized in the eventual recruitment, while the employment contract assumes the function of "certification".

Phases 1 and 2 are based on the ESCO - European Skills/Competences, Occupations and Qualifications repertoire; each profile of the repertoire highlights, in fact, the learning outcomes that relate to the measurement of non-formal and informal learning. ESCO, in REVALUE, represents the standard of identification and measurement of learning.

Source: **Source: Erifo, Roma, July 2017**

### 3.1 Portfolio approach

A portfolio is « an organised collection of materials that presents and verifies skills and knowledge acquired through experience. It is of particular relevance to validating non formal and informal learning because it allows the individual candidate to contribute actively to the collection of evidence and also offers a mix of approaches strengthening the overall validity of the process”».(Cedefop, 2009).

A portfolio might include documents such as “resumés, performance appraisals, references from current and past employers, supervisors and colleagues, and photographs of completed work certified by a referee.” (B. Lietard, CNAM, 2005)

This human resources tool is fulfilling five main functions:

- 1- an active memory,
- 2- an evolutive tool for identifying and knowing competences,
- 3- a collective and conservative tool,
- 4- a self-evaluation,
- 5- a personal data basis, a given value to informal competences.

A portfolio is both a tool & method to identify and value the formal, informal and non-formal learning to integrate them in their professional careers. Its impact is to be seen in two perspectives: in the short term: proposing a tool and method in order to identify and value the competence acquired and developed; both learners and professionals (paid staff or volunteers) working with migrants ; in the long term: training any professional to use the portfolio, to enrich it taking into account the different profiles (social and professional) and backgrounds (different status and countries of origins).

### The Migrapass example

As far as the portfolio proposed by the Migrapass is concerned, the following process has to be followed by migrants:

- a) detailing the most challenging situations migrants may have experienced in their life including a holistic approach : professional, social, migratory and personal experiences ; focusing on their status/function, their fields of responsibility ; the main elements of the tasks fulfilled, the ways and means to overcome difficulties (in their migratory route for instance) ;
- b) making the link between their various experiences and the competences they have developed thanks to their rich background : twelve main competences are offered: Making things, managing and organising oneself; developing a Project; working in a team; communicating; developing networks; collecting and using efficiently information; overcoming a difficult situation; adapting to different cultural environment; transferring one’s experience; integrating a new community; defending rights
- c) as a result, proposing an action plan : a pass to the labour market focusing on the goal to achieve when considering one special competence, the action to take, the time dedicated to achieve the goal and the expected result (personal schedule).

At any step of the process, migrants have to give very concrete examples and evidence of work done. A portfolio is not a declarative process: each experience or identified competence has to be proven with a tangible result. A portfolio is a dynamic process: it has to be updated by migrants each time they might have to identify and justify a competence

**Source: Halba (B), ed (2012), final publication for the Migrapass.**

### 3.2 Combining VET & linguistic learning

Globalization of migration flows hamper the traditional use of common languages spoken by migrants in order to manage ordinary communication and cooperation at the workplace. New organizational patterns, and new technologies determine a parallel increase of linguistic skills required by any kind of workers, even low qualified – both considering understanding, reading and speaking, but also a certain mastery of written communication, related to the pervasive use of reporting, data storage, feed-backs. The Vintage requires to take into account two European frameworks- the ECFR for linguistic level (implemented by the Council of Europe since 1991) and the Key Competences approach (implemented by the European Parliament & European Commission, since 2006).

Language learning, as any human learning activity, clearly depends on diverse dimensions and triggers: from cognitive potentialities and personal learning styles (it implies the need of differentiating training offers according to divergent needs), from affective dimensions and motivations (learning always depends from proximity of learning achievements to interests and preoccupations of the learners, as well as to his/her participation to the definition of achievable and shared learning outcomes), from relational and social enablers of learning (being the interaction a critical dimension playing a role of the utmost importance in language learning). We should move from a mere “training perspective”, implying consolidated didactical strategies, towards a “learner centered” one. This conceptual and practical shifting could enable innovative approaches to language learning, capable of making it more effective and adequate to a rapidly changing context, both considering needs emerging in the companies, and expectations of the learners.

**source: ECAP, Geneva (Switzerland), 2014**

### The Vintage example

An Erasmus + project led by the Swiss Foundation ECAP The Vintage includes an e-learning approach with a digital platform -a Resource center offering a selection of best practices in the field of VET & Language learning freely available for teachers & trainers involved in Linguistic learning & VET. The teachers & trainers must combine two different learning process - the VET approach based on skills and competences required in the labour market corresponding to a professional profile (position, employment, qualification) and the Linguistic approach based on linguistic skills (referring to the Common European Framework of Reference for Languages(CEFR) which may differ from the professional profile. Two main strategies are supported in EU countries: justifying first and foremost a linguistic level (Language first) and building a training path integrating Language & professional opportunities (Language with VET approach at the same time).

The first lesson is to be as clear as possible on the two learning approaches- linguistic & VET. The first one uses a pedagogy which has been tested for a long time among adult migrants- the CEFR (Council of Europe, Strasbourg, 1991) is fully used and applied by trainers & teachers. The second learning approach-VET- is more recent in the support provided to migrants, especially the competence approach. The second lesson learnt concerns pedagogy. The Vintage project is a training programme designed in the framework of the lifelong learning perspective – it is human resources oriented. This is different in other programmes where the focus is made on language. Teachers & trainers using the Vintage approach are trained to learning strategies to overcome barriers in the labour market after reminding the general linguistic principles. The third lesson learnt is to answer the expectations of the learners- migrants & mobile workers. The fourth lesson learnt is to constantly update relevant tool & strategy to enhance the professional opportunities of migrants. The fifth lesson learnt is that the Vintage training has to be enriched by further feedbacks of participants. The experience of practitioners (teachers & trainers) working in both fields will enrich in the future the Vintage approach.

**source: Halba (B), 2016, EAPRIL conference, Lisbon (Portugal).**



### 3.3 The competence approach

Each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes. Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The main aims of the EU Reference Framework are to :

- 1) identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;
- 2) support Member States' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives;
- 3) provide a European-level reference tool for policy-makers, education providers, employers, and learners themselves to facilitate national- and European-level efforts towards commonly agreed objectives
- 4) provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes

### The Key Tutors example

The Key Tutors is a European project implemented in the framework of the Erasmus + programme. It gathered 5 EU countries- France (leader), Finland, Lithuania, Poland and Spain, between 2015 and 2017. It aimed at promoting the development, testing and implementing innovative practice in the field of education for adult. It has designed a first Intellectual output (IO1) in order for adult learners with fewer opportunities – long term unemployed people, people with disabilities, migrants...- to have a tool & method to identify and assess Key competences (European framework published by the European Commission, Brussels, 2006). The idea and pedagogical strategy suggested on the basis of the IO1 was to combine a basic competence together with a complex competence. On the basis of this first Intellectual Output, the Key tutors project has also designed an education guidance for professionals (trainers and tutors in firms, local authorities, associations....) working in the field of adult education to better support these adult learners with fewer opportunities. Therefore the Key Tutors project was meant to support the transition of these learners from the world of education and training to the world of work and more specifically any kind of employment among associations, local authorities or Small & Medium Enterprises (SMEs). In the designing of the project, each partner was dedicated a combination of one basic key competence & one complex key competence taking into account the specificity of the country (key competence approach, Vocational Education & Training...) but also the socio-professional background of each partner. As far as France is concerned, the combination was KC1- communication in mother tongue and KC 6- social and civic competences, for Finland- **KC4**- digital competences & **KC7**- sense of initiative and entrepreneurship, for Lithuania **KC3**- Mathematical competence and basic competences in science and technology & **KC 5**- Learning to learn, for Poland, **KC1** – communication in the mother tongue & **KC 5**- Learning to learn, for Spain, **KC 2** – communication in a foreign language & **KC8**- cultural awareness and expression. The combination was linked to their socio-professional environment. **Source: Halba (B), 2017, final publication.**

### 3.4 The VPL approach

In the introduction to its *European Guidelines* (Cedefop, 2009), the European Centre for the Development of Vocational Training underlines that “*Validating non formal and informal learning is increasingly seen as a way of improving lifelong learning and lifewide learning. More European countries are emphasizing the importance of making visible and valuing learning that takes place outside formal education and training institutions, for example at work, in leisure time activities and at home*”. On the one hand policy makers must propose a legal/official framework to enhance the process (top down approach), on the other hand they must offer concrete tool and method to support the process on the ground in order to make it be a reality (bottom up approach). The interdependence of validation of non-formal and informal learning and certification in the formal education and training system together with a broader range of stakeholders than required by formal learning are key issues together with comparability and transparency of validation approaches and methods across national boundaries. If the concept of national qualifications system is now accepted (OECD, 2007) as “*all aspects of a country’s activity that result in recognition of learning. These systems include the means of developing and putting in place national or regional policy on qualifications, institutional arrangements, quality assurance processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society*”.

**Source: CEDEFOP, 2009.**

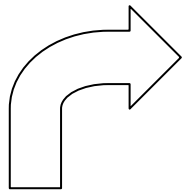
### The Allinhe example

The main added value of the Erasmus project led by the Inholland University in Netherlands, Finland, Denmark, France, Romania, Slovenia , UK & South Korea (2011-2014, [www.ALLinHE.eu](http://www.ALLinHE.eu)) is to link the methods of Validation of Prior Learning (VPL) to a practical strategy for the social inclusion of special target groups underrepresented and non-traditional learners : migrants & ethnic minorities, persons aged over 50 years and disabled people. Europe needs dynamic Higher Education (HE) to stay competitive but HE lacks an “open door policy”. Top down facilities are in place (legislation, EQF, etc) but practical methodology for opening up HE (bottom-up practices) often fails. VPL opens and supports learning chances for citizens but is mostly under developed and under-utilised. Testing innovative VPL should facilitate access to HE for social inclusion of target-groups and bridge the gap between the top-down and the bottom-up practices in HE. The main assumption of the project is that transforming existing VPL-methodology into a multi-targeted approach not only innovates the methodology of VPL but also orients HE into learning opportunities for all. The project implements: a multi-targeted VPL model providing a diagnostic or personalized, formative and summative approaches; a comparative analysis of the VPL methods and approaches for the three main identified target groups; a training programme for HE professionals to learn how to work with the VPL model; a pilot of the multi-targeted VPL model with target groups and synthesis of test results, focusing on managing Europe’s diversity ; a transversal analysis of new strategies and methods resulting in a handbook highlighting best practices for HE professionals with the multi-targeted VPL model; an ALLinHE network gathering research, tests and evaluations of inclusive VPL practices; a proposal of a European academic bank credit system.

**Source: Halba B (2014), 1<sup>st</sup> European Biennale on VPL (Rotterdam)**

## 4- A tool to support migrants- the ReStart

### a 4 step circular approach

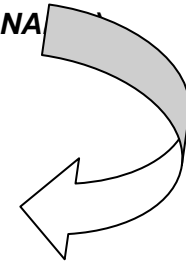


#### 1st step- identifying the experience and learning acquired by migrants

*personal & professional experience*

*formal, but with a focus mostly on non-formal and informal learning*

**tools suggested- Migrapass portfolio & guide for credential evaluators ( ENIC – NA**

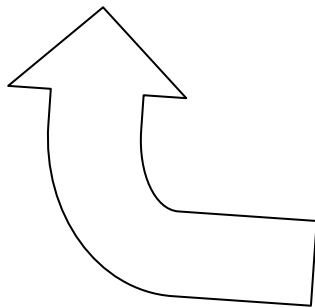


#### 4th step- building an action plan

*Option 1- experience to be improved*

*Option 2- training to be recommended*

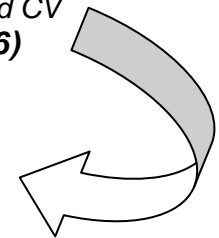
*Option 3- VPL to be advised*



#### 2nd step- expressing experience in terms of competences

*On the basis of the 12 competences suggested by the Migrapass portfolio combined with the Key Tutors approach and the Vintage approach- linking VET & language and providing all relevant information to prepare the certified CV*

**Tools suggested: Migrapass & Key Tutors & 8 KC (EC, 2006)**



#### 3rd step- Assessing a level of competence

*Level 0- I am not able neither understand nor master a KC- incompetence level*

*Level 1- I am able to understand and master the KC if I am supported- level of assisted competence*

*Level 2- I am able to understand and master the KC with others- level of collective competence*

*Level 3- I am able to understand and master the KC by myself- level of autonomy*

*Level 4- I am able to explain to others the KC- level of expertise*

*Level 5- I am able to create a new KC - level of creation*

*Bearing in mind the ESCO ESCO - European Skills/Competences, Occupations and Qualifications repertoire*

**Tools suggested: Migrapass & Key Tutors & Allinhe approach for VPL...**

## 5. The ReStart approach- application

All along the process, different methods and learning strategies are proposed by the different partners taking into account the profile of the learners- refugees & asylum seekers, the professional profile of the professionals working with them

Points to be explained during the learning sessions

- **1<sup>st</sup> point:** explaining the components of an experience- personal, professional, social (Migrapass, 2012)
- **2<sup>nd</sup> point :** explaining the competence approach (European framework, 8 key competences, EC, Brussels, 2006)
- **3<sup>rd</sup> point :** working in small groups with the learners on their experience, problems faced to find a job and how far it may be linked to their status
- **4<sup>th</sup> point :** presenting the work done in small groups in plenary session in order for the learners to explain the process - from the problem faced to the identification of the most relevant action plan)
- **5<sup>th</sup> point:** discussing the different ways to assess a competence- self assessment, assessment by a professional and criteria to be taken into account
- **Work to be done by tutor/trainer:** synthesis of the feedback received and problems faced
- **Learning outcomes for learners:** being able to express an experience in terms of competence, to identify it, and to assess it taking into account the ESCO- European Skills/Competences, Occupations and Qualifications repertoire

## Example of testing conducted in France- Club de l'iriv at the Cité des Métiers – [www.club-iriv.net](http://www.club-iriv.net)

For the purpose of designing of the ReStart toolkit (IO1), iriv conseil implemented the following testing

**Context of the testing - club de l'iriv at the Cité des Métiers**

**Principle:** Each participant is potentially asked to become a tutor/trainer in the long term for other participant- for instance a professional or migrant having attended at least 3 sessions may become a tutor for future clubs

**Conditions:** a variety of learners, female/ male migrants, French spoken or not but with a minimum linguistic level of A2-B1 (required on the labour market), qualified or low qualified, coming from any country in the world.

**Group:** average number of 10 participants (8 to 12 people)

**Reward:** after attending at least 3 sessions and having provided their resume they are delivered an official certificate of participation as iriv Conseil is officially recognized as a VET organization among the Direction for Employment and Labour in Ile de France- n°DIRECCTE)

### Suggestions sessions – September to December 2017

**Session 1-** the competence approach

reference: 8 key competences to be explained enriched by other frameworks referring to competences

**Session 2-** from experience to competence- the portfolio process  
reference- the Migrapass portfolio or any other portfolio (or eportfolio available online such as the YouPass

**Session 3-** assessing one's competences

reference- the typology of 5 levels of competences with examples plus EU linguistic framework CECR with levels- A1 to C2

**Session 4-** an action plan

reference- options 1 to 3 using the Allinhe strategy for VPL

## 6. SWOT analysis

### Strength

- Being able to identify and express an experience with a holistic approach (Migrapass approach)
- Being able to combine VET & linguistic approach (Vintage approach)
- Being able to express an experience in terms of competence with a focus on key competence (Key Tutors approach)
- Being able to self-assess and assess experience & competence making the link with the ESCO
- Being able to apply a dynamic pedagogical strategy with a circular approach (as opposed to a descriptive and static approach)
- Being able to build an efficient action plan

### Opportunities

- The REVALUE project allows to have a critical thinking and pragmatic approach of the competence with a concrete link with the ESCO- qualification required on the EU national labour markets
- Professionals are trained to combine different tools & methods already implemented and to adapt them to the specific profile of refugee
- Professionals together with refugees improve their knowledge and own competences by identifying and assessing experiences acquired outside the EU. This is a main learning outcome of the REVALUE strategy.

### Weaknesses

- the profile of the learners – refugees who are faced to many administrative issues
- the linguistic level of the refugees that might be a main issue as the tools & methods offered require a master of at least A2 & B1 which is pertinent with the linguistic level required on the labour market in the EU- B1
- the lack of knowledge of the institutional context of the EU labour markets and the process to be followed together with the main key actors relevant in both the fields of Immigration and Employment
- the few opportunities to apply the key competence approach if they are not in an active spirit to look for a job
- being identified as “learners with fewer opportunities” may be stigmatizing
- experience of the learners must be at the center of the training approach as the competence is directly linked to it

### Threats

- lack of recognition of diploma and qualification in their countries of origin if they don't have the relevant documents to show evidence
- lack of recognition of previous professional experience as they don't either have any legal document showing the reality of the work
- training programs and courses funded by employment services/programmes are focused on development of vocational and professional skills rather than basic/transversal skills and especially linguistic skills
- competition of their professional profiles with nationals

## **Annexes**

- A-** Testing & piloting the tool in the 5 countries – from theory to practice (feedback)
- B-** European framework- 8 key competences
- C-** Other suggested EU projects as a source of inspiration
- D-** A European team
- E-** Glossary
- F-** Bibliography

## A- Testing & Piloting the ReStart tool to identify and assess skills and competences of refugees (IO1)

**First step**- selecting 50 participants i.e migrants including refugees and asylum seekers & professionals to support them

**Second step:** learning session among migrants including refugees & asylum seekers to test the ReStart tool. It aims to: identify specific problems faced by the target groups ; explain the concepts (portfolio, VET & linguistic learning, competences) ; discuss the most relevant tool & method for supporting refugees and asylum seekers in their transition to the labour market Methods: Practical exchanges, theoretical contributions

**Third step** – focus groups : gathering national stakeholders with various profiles involved in the support of migrants including refugees & asylum seekers

**Fourth step** – transnational meetings & virtual focus groups among the EU team. Content:. Discussing relevant assessment tools for KC developed by the partners in the national sessions ; completing tool & method ; identifying common issues ; exchanging good practices on the basis of problems encountered ; designing a training for disadvantaged learners to evaluate key skills. Methods: Conceptual contribution, workshops, pedagogical productions-

**Fifth step** – synthesis of the feedbacks received from the testing in the 5 countries to be integrated in the ReStart (IO1)

### Outputs to be achieved during the learning sessions:

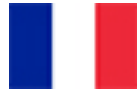
**Biography** – a short biography is asked both to tutors and migrants including refugees & asylum seekers asking for their experience (personal, social & professional), qualification & diploma, skills & competences with a format to be respected (10 à 15 lines- 300 words maximum) in order to prepare the certified CV

**Main difficulties encountered** on the basis of the professional profile with the relevant qualification, competences are selected , tutors/trainers are asked to assess together with the learners the main difficulties they are faced to and the ones they might be faced taking into account the requirements on the national labour markets and the specific status of the refugee (and their mobility)

**Methods& tools** they have already experimented to overcome difficulties for instance with other learners or other migrants and the usefulness of the ReVALUE approach to improve their professional practice to facilitate the transition of the refugees in their transition to the labour market

**Certified CV** this is the final output expected of the REVALUE after the professionals have been through all the steps together with their learners- refugees

## A-2 Testing in France



### Professional profiles of the people working with migrants including refugees & asylum seekers

- Social workers- mainly social assistants and educators specialising in support to migrants
- Associations in Paris and in Sarcelles (Val d'Oise)

### Feedback received from professionals & learners

- the collective approach of the club has to be completed by an individual support provided by professionals providing a personalised support to the learners

### Difficulties faced by refugees & asylum seekers during the testing of the ReStart

- the portfolio process takes time
- the linguistic level has to be a minimum of A2 both in oral and written

### Methods or tools relevant for improving the ReStart approach

- portfolio Migrapass - Leonardo da Vinci , 2010-2012
- guide VAE - Allinhe project, Erasmus, 2011-2014

### The testing was implemented in the framework of the Club of iriv ([www.club-iriv.net](http://www.club-iriv.net))

In 2017, two focus groups were held in Paris:

- the first one in January 2017, in combination with the Espar project (FAMI, University catholic of Milano) at the Cité des Métiers
- the second one in July 2017 in partnership together with the FISPE, French association, 2<sup>nd</sup> French partner of the REVALUE, at the House of associations of the 17<sup>th</sup> district of Paris

From September 2017 to March 2018, the ReStart tool was tested by iriv Conseil in the framework of its club at the Cité des Métiers

- from September to December 2017, in partnership with the association France Terre d'Asile (delegation of the 19<sup>th</sup> district of Paris) – 4 sessions were held to support refugees in the 4 step approach suggested by the ReStart tool
- from January to March 2018 in partnership with the association MAAVAR (Sarcelles, Val d'Oise) also 3 sessions to support refugees and asylum seekers in the same process
- recognition of the ReValue process: when the learners have attended at least 3 sessions and they have sent their resumes, an attestation is provided in order to support the update of the VET part of their resume (3 sessions + elearning = 10 hours).



## B- European framework- 8 Key Competences (EC, 2006)

Four Key competences considered as **basic or simple**:

1. **Communication in the mother tongue:** *the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure*
2. **Communication in foreign languages-** *the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs.*
3. **Mathematical competence and basic competences in science and technology-** *the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts)*
4. **Digital competences** - *the confident and critical use of information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet*

Four Key competences considered as **transversal or complex**

5. **Learning to learn-** *Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information both individually and in groups*
6. **Social and civic competences-** *These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary.*
7. **Sense of initiative and entrepreneurship-** *It refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.*
8. **Cultural awareness and expression:** *Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.*

In complement, a number of topics are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences...

Source: European Commission (2006), Recommendation of the European Parliament and of the Council, December 2006, Key competences for lifelong learning

## C- Recommended EU projects to enrich the ReStart approach-

**MIGRAPASS-** a Leonardo da Vinci (LLP 2010-2012) project to cascade an employability pathway providing education, skills and training leading to employment- the portfolio is available on <http://www.iriv-migrations.net/index.php?id=5&lang=en> & <http://migrapass.blogspot.fr/>

**ALLINHE-** an Erasmus project (2011 – 2014) enhancing an innovative approach to Validating Prior Learning (VPL). It was focused on target groups with special needs (50+, migrants and disabled people and intended to enhance multi-targeted and bottom-up approaches, using the VPL-methodology) - [www.allinhe.eu](http://www.allinhe.eu) & <http://allinhefr.blogspot.fr/>

**Di&Di-** a Leonardo da Vinci (LLP 2013-2015) project – <http://www.di-di.eu/> & <http://www.di-di.fr/>

**Key Tutors-** an Erasmus + project (2015-2017)- [www.keytutors.eu](http://www.keytutors.eu) & <https://keytutors.blogspot.fr/>

**E\_EPSOL.** - a Transfer of Knowledge project to cascade an employability pathway providing education, skills and training leading to employment - [www.eepsol.eu/learning-and-teaching-material](http://www.eepsol.eu/learning-and-teaching-material)

**RSGAE!-** READY STUDY GO AROUND EUROPE! (2013-2015) followed the European Language Award 2008 winning Ready-Study-Go (2005-2008) - <http://www.rsgo.eu/> & [http://www.rsgo.eu/user\\_guide.pdf](http://www.rsgo.eu/user_guide.pdf)

**POOLS-T** - Two software tools that can support teachers and their students working with CLIL (content and language integrated learning) including the LWUTL (less widely used and taught languages). <http://www.languages.dk/>

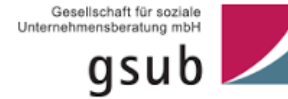
**YELL** - YELL Young European Love Languages. it identifies a number of tools to raise awareness and to demonstrate the importance of language learning which will help to increase the effectiveness of language teaching. <http://www.yell-project.eu/en/top-menu-en/virtual-documentation-center/vdc>

**INCOM-VET-** Development of Intercultural Competence of Students and Trainers in EU VET institutions - <http://incom-vet.eu/en/training-material/>

D- European team –  - (100 words maximum)



ERIFO is a VET



is a German organization



is an organization in Italy



is a British organization



Conseil was created in 2000 by the Institute for Research and Information on Volunteering ([www.iriv.net](http://www.iriv.net)) founded in 1997- a free private institution, nonprofit, independent of public administrations and economic interests, with the aim to improve knowledge and practice within the nonprofit sector. It has been partner, coordinator or leader of more than 50 European, regional & national projects since 1997. Bénédicte HALBA, founder of iriv, is doctor in Economics (Panthéon-Sorbonne, 1996).



is a British organization



is a Hungarian organization



was created in 2015 to support migrants in their linguistic learning by offering

## E- Glossary

**Assessment of competences**- sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification (evaluation is used for assessing training methods or providers)

**Certification of competences** - The process of formally validating knowledge, know-how and/or competences acquired by an individual following a standardised assessment procedure. Certification results in the issuing of certificates or diplomas by an accredited awarding body.

**Competence** - Proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation

**Employability** - the degree of adaptability an individual demonstrates to find a job, keep it and update occupational competences (it does not depend only on the adequacy of knowledge and competences of individuals but also on the incentive opportunities offered to individuals to seek employment)

**Know-how**- practical knowledge or skills expertise

**Knowledge** - definitions of knowledge are legion, nevertheless, modern conceptions of knowledge rest broadly on several basic distinctions :  
(a) declarative (theoretical) knowledge differs from procedural (practical) knowledge ; (b) various forms of knowledge correspond to different ways of learning : objective (natural/scientific) knowledge ; subjective (literary/aesthetic) knowledge ; moral (human/normative) knowledge ; religious (divine) knowledge ; (c) knowledge encompasses tacit (the learner is not necessarily aware of having it) and explicit (knowledge a learner can consciously inspect) knowledge

**Formal learning**- learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

**Informal learning**- learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning may be intentional or non-intentional (or incidental/random).

**Lifelong learning**- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective

**Non formal learning**- learning which is embedded in planned activities that are explicitly designated as learning, but which contain an important learning element (something described as semi-structured learning). It is intentional from the learner's perspective . Non formal learning does not lead to certification.

**Validation of informal/non formal learning**- the process of assessing and recognising a wide range of skills and competences which people develop through their lives and in different contexts, for example through education, work and leisure activities

**Valuing learning** - the process of recognising participation in and outcomes of (formal, non-formal, informal) learning, so as to raise awareness of its intrinsic worth and to reward learning

Source: *Reference: European Centre for the Development of Vocational Training (CEDEFOP), 2001, 2002 & 2009..*

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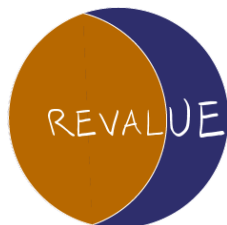
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This tool is the first Intellectual output (IO1) of

- December 2016- first presentation during the kick off meeting in Rome & dispatching of the Migrapass portfolio as the reference tool to design the Restart
- January 2017- contributions to the theoretical background Migrapass (2010-2012), Vintage (2014-2016) and Di & Di (2013-2015)
- January 2017- 1st focus group held at the Cité des Métiers (Paris) among French stakeholders supporting refugees & asylum seekers
- February 2017- guidelines for selecting examples of best practices designed by iriv conseil
- March 2017- examples of best practices for supporting social and professional inclusion of migrants/refugees- in France
- April 2017- feedbacks received from the different partners-
- May 2017- virtual focus group among the EU team to share thoughts
- July 2017- second French focus group in a local district in Paris
- July 2017- sharing thoughts with the ERIFO team on the general framework of the IO1
- September 2017- overview on the ReStart tool suggested by iriv conseil
- September-December 2017- testing among French stakeholders & refugees and asylum seekers in Paris- Cité des Métiers by iriv conseil
- January-February 2018- testing in the 5 European countries
- February 2018- final version of the IO1

The first user of the IO1 are professionals supporting migrants in their transition into the labour market



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