

Definition of Relevant Educational Steps to Facilitate Inclusion

D.R.E.S.F.I. Paper

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Working document

This document tries to describe the steps to facilitate the inclusion of migrants in the host country based on the assumption that a job adapted to the actual skills and qualifications is the key factor for a successful integration. The second part of the document provides examples of tools that can be used, either directly, either after adaptation from the migrant or the adviser.

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1 Steps and priorities

1.1 First contact (Step 1)

The first face-to-face contact with the migrant should be prepared through the combination of written and oral information (phone). Tell the person to bring all papers that can facilitate the understanding of the previous experience (diplomas, school certificates, employment certificates...).

The first part of the interview starts by a welcome and information phase in comfortable premises allowing confidentiality, with the presence of a translator/interpreter/ mediator, if necessary.

The objectives are:

- to create a trust and confidence climate
- to inform about the skills assessment modalities (How we will spend our time together, what are the objectives)

Attitude: empathy and guidance

Tools:

- Open questions
- Reformulation

1.2 Diagnostic, personal and professional assessment (Step 2)

Duration: 3 hours (more time may be needed)

Objectives:

- to make an assessment of strengths and weaknesses
- explain the work experience in the home country
- to collect data about:
 - education
 - diplomas, dates and places of obtaining them
 - working experiences described in terms of main competences required – that are mastered by the migrant (the operator can use the national reference framework describing jobs in terms of competences needed)
 - the breaks and limits for employment (determined after the personal situation regarding housing, mobility, resources, family situation)
 - actual situation (social support, inscription to employment agency, types of job searched, participation to a training program...)
- to evaluate level into the language of the host country in order to prescribe an appropriate number of training hours
- to valorise the personal and professional path and experience of the migrant

During this interview, the counsellor will encourage the migrant to organise and develop a portfolio (the work started in the interview must be continued after, autonomously, by the migrant).

1.3. Elaboration of an action plan (Step 3)

The action plan is prepared after the assessment step in collaboration with the migrant. It is organised mainly around the employment question: Are the key conditions to find a job adapted to the qualification of the migrant satisfied?

Conditions	Yes	If yes, action needed	No	If not, action needed
Basic needs are satisfied				Organise a social support
Level of language sufficient		Prepare individual promotion plan (including CV, portfolio...)		Access to language courses
Skills adapted to the demand		Prepare individual promotion plan (including CV, portfolio...)		Access to training program
Skills transferable				Access to training program
Diploma or certificate from the home country		Ask for a certificate of correspondence at the ENIC-NARIC national contact point		If there is a work experience, possibility to validate prior learning.
Knowledge of working environment in the host country		Prepare individual promotion plan (including CV, portfolio...)		Develop a work experience

Independently from the situation of the migrant regarding access to employment, some actions can be engaged, that are:

- Engagement in a validation of prior learning procedure
- Continuation of the portfolio
- Plan an individual promotion strategy
- Develop a local work experience

The counsellor should motivate the migrant to do so and explain the procedure in the host country. S/he will also inform about a possible support for implementing the action plan.

In particular, the organisation of practice period in local companies is advised for the following reasons:

- to develop knowledge of local/national company culture
- to become more confident with the use of the host country language in a working context
- to discover the jobs and the working context in the host country
- to get known by employers
- to obtain certificates from local companies
- to develop a local network

If there is no possibility for a work experience in the competitive market, it is still possible to develop volunteering activities.

1.4. Support for implementing the action plan (Step 4)

1.4.1. Support for developing networks and visibility

Getting to know companies and being identified

Registering to the employment agency is the first step of any person looking for a job. It gives access to individual advice as well as information about local companies and their employment needs.

Developing knowledge of companies is useful for future applications and interviews, and at the same time, it allows to identify people and to be identified. Sources such as online yearbooks, search engines, employment agencies, career guidance and information centres, company web sites can be used.

Disseminating CV by

- Registering in employment web sites
- Registering in CV libraries or in company web sites
- Sending CV by mail.

Face to face networking

Networking is done through:

- Identifying all supporting bodies (Employment agencies, information centres, municipalities...);
- Participating to employment fairs;
- Getting involved in associations of unemployed;
- Asking information to companies through direct contact with employers;
- Getting involved in volunteering and other activities such as sport, citizenship and political participation, supporting school activities.

Virtual networking

Participating to online activities is useful for building a positive reputation that employers will appreciate. It includes forum, general social networks such as Facebook and professional social networks such as LinkedIn (depending on which are more common in the host country).

1.4.2. Support for preparing job interviews

Preparing key messages to convince and negotiate (it will be useful for the application and for the interview).

Prepare the migrant to the existence of prejudices and how to counteract them as these prejudices are the main barrier to employment faced by immigrants in EU countries.

Make the person aware of anti-discrimination laws and anti-discrimination support. Each EU country has integrated the EU anti discrimination laws in its own legislation and there are specific contacts points for help.

Help the person to valorise her migrant background

Features that can be emphasised when searching for a job are:

- The knowledge of various languages, companies may look for “uncommon” languages.
- The knowledge of other cultures.
- The knowledge of other countries can be useful for sales and marketing purposes: opening of new markets, being aware of potential customers needs or preferences, use of foreign networks, adaptation of marketing.
- The knowledge of different working techniques that can help to improve some existing ones.

The experience of migration and the migration path is the proof that the person is able to adapt and able to cope with various situations (including difficult ones in some cases). These skills are useful in most of the companies that require the ability to work in team, the ability to adapt to changing environments, flexibility in the working conditions.

Immigration shows also that the person is motivated and able to manage an important change project.

By learning a new language (the one of the welcome country) and new cultural codes, the migrant shows the ability to learn and to manage lifelong learning processes that is key for any worker.

Seeing things from a different perspective, a different culture, history, others values, may facilitate the development and the introduction of innovation in a company as a little shift is often needed to introduce changes.

1.4.3. Support for valorising the work experience and prior learning

Depending on the state of art of legislation and administrative procedures in each country, some support may be provided to start a validation of prior learning in the host country if there is no direct diploma equivalence or correspondence.

2. Supporting tools

2.1 Tools to evaluate the language level

Each country/organisation has specific method and tools for that purpose, according to the Common European Framework of Reference for Language (CEFR).

2.2 Tools to evaluate skills and competences

Depending on the category of skills and competences we need to evaluate, there is a variety of methods and supporting tools that can be used for evaluation, in a working context or in an organisation such as a training centre or employment counselling.

2.3 Questionnaire to develop previous experience

In your home country (or in a transit country)

What job(s) did you do?

Where was it?

When and how long did you perform it?

How many hours per day did you work?

How many days per week?

Was it inside or outside?

What tools did you use?

What activities did you achieve?

What were the competences/skills required?

What personal qualities were needed?

Did you need a diploma or certificate?

What did you learn by working?

.....
.....

Did you need security equipment?

Did you have to follow specific safety procedures?

.....
.....

Was it a dangerous job?

Did you work alone or in team?.....

How did you communicate with your colleagues (written, oral)?.....

Did you need to transmit instructions?.....

Did you use written documents?

Did you have to write reports?

2.4. Questionnaire to valorise the migration experience

This tool needs further development. Questions below are just indicative. As it may be difficult for the migrant to speak about this experience, counsellors need to be particularly cautious. It is their decision to engage or not in that topic.

Did you organise yourself your travel to France?

.....
.....

How did you organise, how did you succeed?

.....
.....

Were you responsible for other people migration?

.....
.....

Did you use digital technologies?

.....
.....

Did you use specific networks?

.....
.....

Did you learn and use foreign languages?

.....
.....

What was the most difficult?

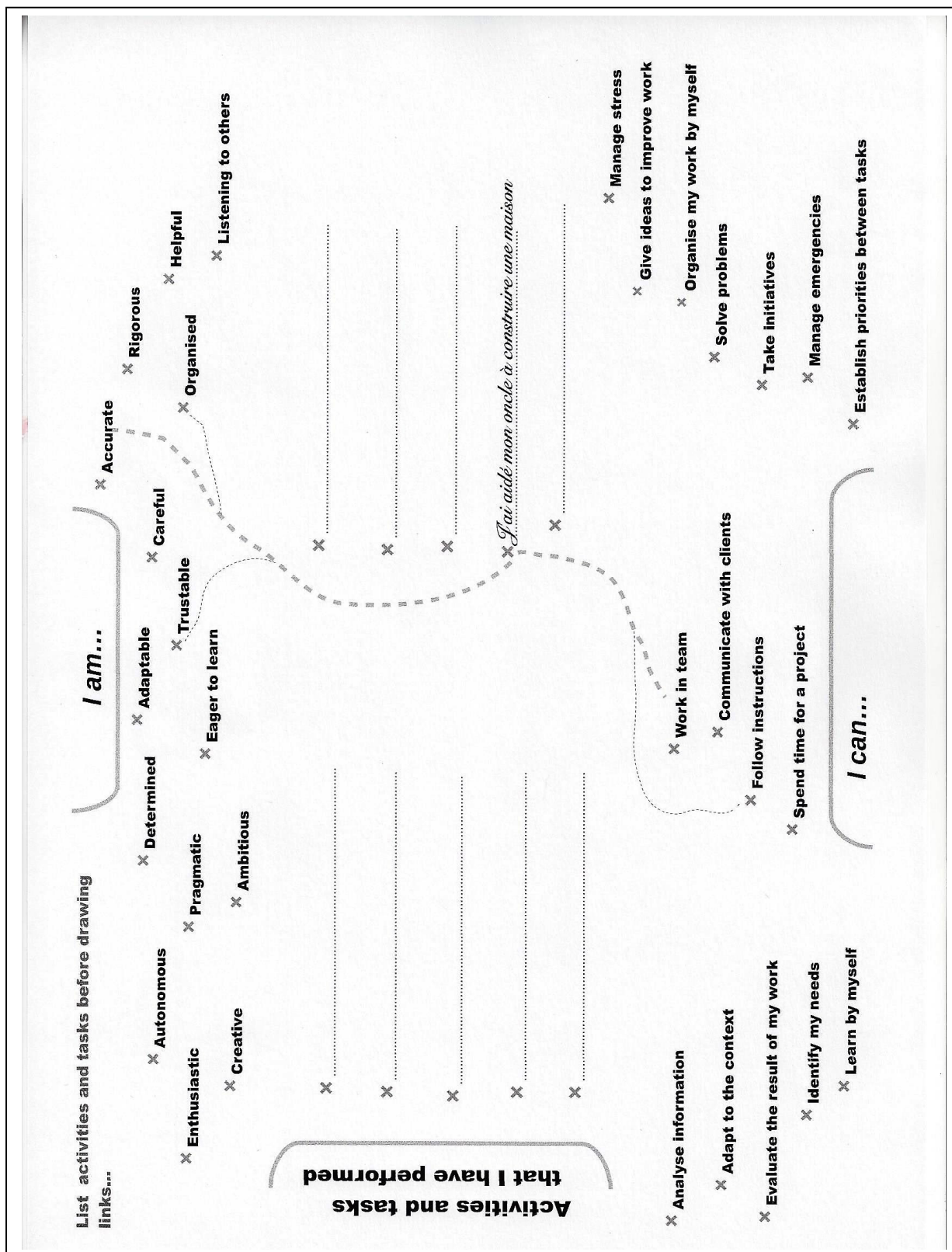
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- *Additional information and drawings connected to jobs and skills on page 12 till 14*

2.5. Tools to link previous experiences to skills towards the elaboration of a portfolio

2.5.1. Visual maps of my experience

Example



2.5.2. Summary of experiences

Experience	In my home country	In a transit country	In the host country
Work*			
Social**			
Family***			
Migration			

**Work: as a contracted worker or as an independent worker (include duration)*

***Social: all non-profit activities linked to associations, politics...*

****Family: everything that is related to your responsibilities and your role and situation in the family*

2.5.3. Presenting our experience

For each key “experience”:

Describe the context, as precisely as possible

.....

.....

.....

.....

Give some examples

.....

.....

.....

Think about documents that can illustrate it

.....

.....

.....

Examples

Area	Documents that you have	What can be used to compensate the lack of documents
Work	Work contract Work certificate	Precise description of tasks
Social	Documents produced for the activity Official membership	Written description of activities
Family		Context of the home country, political and economical
Migration		Description of the migration, choice of hosting country

2.5.4. Skills and competences

(Considered in a broad acceptance) – Additional information and drawings: page 12 to 14

Skills and competences		Experience <i>When did you need that skill?</i>	Estimated level of performance
Core vocational skills			
Transversal skills			
Personal qualities			

2.6. Checklist to assess the inclusion path

Action	Yes	No	Not completely What is missing?
Skills and competences			
I have understood what is a skill or a competence			
I have evaluated my key soft skills			
I have documented my key soft skills			
I have evaluated job related skills			
I have documented my job related skills			
I understand what is a portfolio			
I have seen examples of portfolios			
I have made a plan for my own portfolio			
I have started my own portfolio			
I have discussed about my portfolio with third parts (colleagues, tutors...)			
Recognition and validation			
I know if it is possible to get my diplomas and certificates recognised			
I have had my diplomas and certificates validated			
I know what I need to do to have my diplomas and certificates validated			
I have enquired about the possibility to recognise and validate my experience			
I am engaged in a validation of prior learning process			
Developing networks and visibility			
I am registered at the employment agency			
I am aware about the existing supports towards employment			
I have made a plan to develop my professional contacts			
I am involved in activities outside of my community group			
I have identified the fairs and events in which I can meet companies			
I have met employers and workers			
I have identified web sites, forums and social networks that could be interesting for me			

I keep track of my contacts including the results			
I have organised my presence in a professional social network			
Improving my presentation			
I have an updated CV in the language of the host country, compliant with the local standards and expectations			
I have looked at examples of portfolios (or e-portfolios) and I am aware about this concept			
I have planned to make a portfolio and I have selected the tool I will use			
I have started a portfolio (or an e-portfolio)			
I have looked at examples of more creative CVs (such as video CVs or graphic CVs)			
I have experimented creative CVs			
I know what are my main personal qualities that I can emphasise during a job interview			
I have prepared topics to valorise when writing an application or during an interview			
I am aware about the anti-discrimination laws			
I am aware that being a migrant can be valorised in a company			

Link to D.R.E:S.F.I. online: <http://www.bic-project.eu/resources/d-r-e-s-f-i/>
<http://www.bic-project.eu/wp-content/uploads/2018/10/creative-common-license-for-DRESFI-21.10.18.pdf>

2.7. Additional information

Complement to 2.4 Questionnaire to valorize the migration experience and 2.5.4 General Skills and Competences

2.7.1 European ProfilPASS

In Germany the European ProfilPASS is widely used to find out competences and skills acquired in the course of time.

The ProfilPASS is available online in several languages: see <http://www.profilpass.de/download>

The ProfilPASS in German can be downloaded or fill in online:

- **ProfilPASS to print**

The whole ProfilPASS-Portfolio as a PDF document, optimized for printing as A4 format.

http://www.profilpass.de/media/pp_workbook_zum_ausdruck.pdf

- **ProfilPASS to fill in**

The whole ProfilPASS-Portfolio as accessible PDF form to be filled in online.

http://www.profilpass.de/media/pp_workbook_formular.pdf

The ProfilPASS is available in further languages as pdf for download:

- **ProfilPASS in French**

connaitre ses forces - construire son futur (PDF)

http://www.profilpass.de/media/pp_french.pdf

- **ProfilPASS in English**

know your strengths - plan your future (PDF)

http://www.profilpass.de/media/pp_english.pdf

- **ProfilPASS in Greek**

μάθε τις δυνάμεις σου - σχεδίασε το μέλλον σου (PDF)

http://www.profilpass.de/media/pp_greek.pdf

- **ProfilPASS in Slovenian**

spoznajte svoje prednosti - načrtujte svojo prihodnost (PDF)

http://www.profilpass.de/media/pp_slovenian.pdf

- **ProfilPASS in Spanish**

conoce tus fortalezas - planea tu futuro (PDF)

http://www.profilpass.de/media/pp_spanish.pdf

The EuroPass is actually being revised by the Committee „Culture and Education“ (CULT) of the European Commission . The aim is to simplify and to modernize the tool.

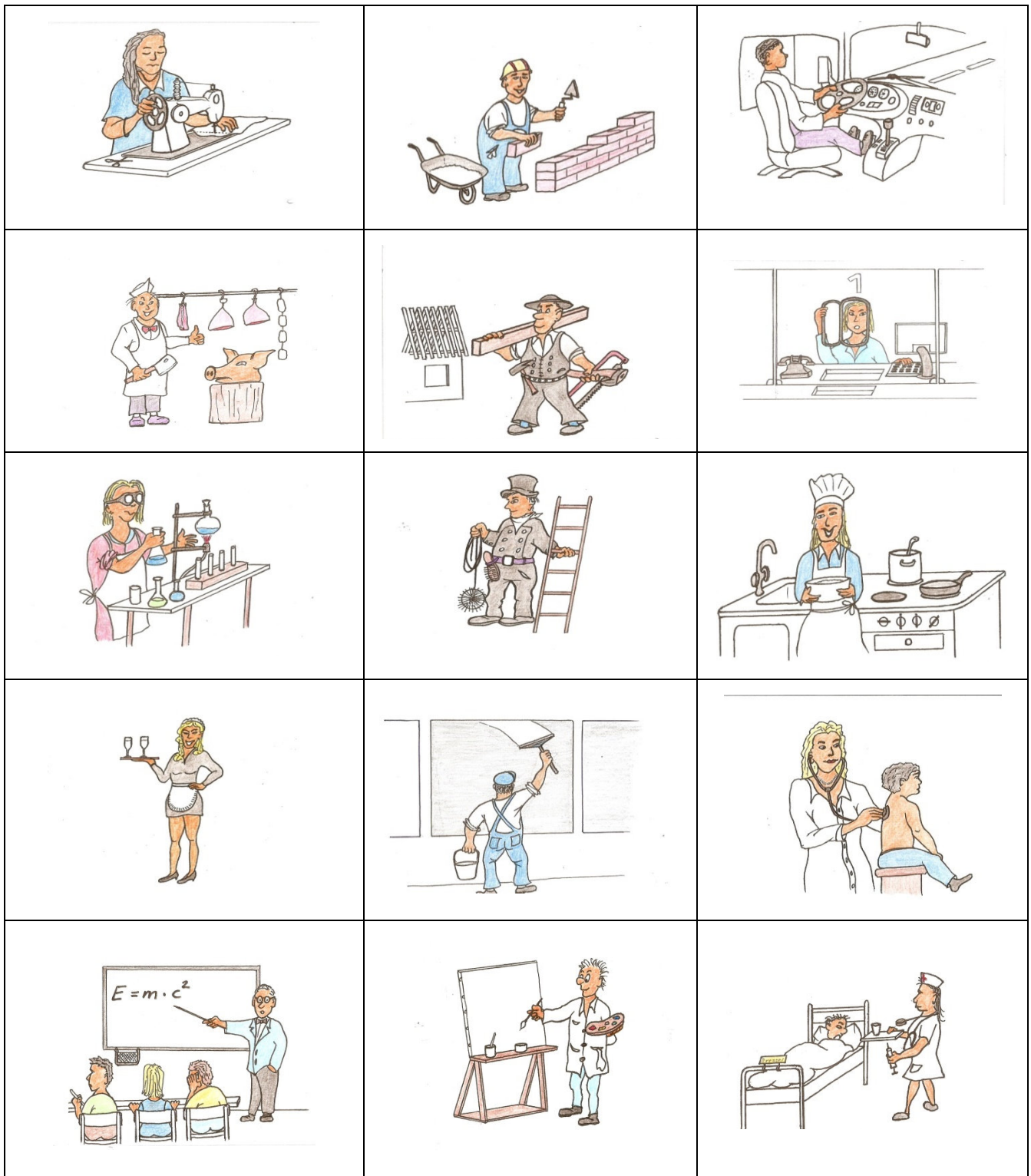
2.7.2 Visualisation of jobs/professions and skills

A useful range of drawings is available on the website of the Strategic Partnership „Boosting Individual Competences“ (BIC) as support for interviews.

<http://www.bic-project.eu/resources/>

These drawings represent jobs and tools. They are particularly useful as visual tools for interviews with people of disadvantaged groups and with educationally alienated persons.

2.7.3 Some examples of drawings representing jobs:



Drawings: Wolfgang Dressel

2.7.4 Some examples of drawings representing skills

I am able to...



Drawings: Wolfgang Dressel

vhs Volkshochschule
Olching

CPIA
Padova

académie
Clermont-Ferrand
É) greta)))
Du Velay)))
éducation
formation
apprentissage
compétences
recherche

