LikeHome

Assessing and recognising the prior learning of migrants. Bridging the gap and paving the road to educational and social integration

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1. Introduction of the project Like Home

The overall aim of the LikeHome project is to **foster the inclusion of newly arrived migrants and refugees to the host country education and training system, to the local economy and to the society in general**. More specifically, LikeHome project's strategic objective is to design and deliver a Framework of best practices, based on practices that have been successfully used in other cases, for the **assessment and recognition of migrants' prior learning, qualifications and competencies**. A set of e-tools is also delivered to support this goal.

LikeHome addresses the general call objective for "Fostering the inclusion of disadvantaged learners, including persons with a migrant background, while preventing and combating discriminatory practices". In particular, LikeHome focuses on the inclusion of migrants (especially newly arrived ones) and refugees, by **facilitating their prior knowledge assessment and certification**. A set of seven (7) best practices from frontrunner countries is adapted and transferred to the target countries. These best practices will form the "LikeHome Framework".

Regarding the specific project objectives with respect to the call priorities, those are:

1. Assessing knowledge and validating prior learning of newly arrived migrants. This will be achieved through the adaptation of best practices from the frontrunner countries in migrants' integration (Canada, Australia, Denmark, UK, and The Netherlands). Those best practices will form the LikeHome framework, which will be accompanied by guidelines for its application in the target countries. Additionally, e-tools will be developed for facilitating the skills & knowledge validation and certification procedures. Those tools include: a) an e-assessment tool for recognition of prior knowledge for migrants without proof of formal qualifications, b) an e-assessment tool for pre-migration screening and examination and c) a migration-relevant, country education profiles database

2. Enhancing access to quality and inclusive mainstream education and training with a focus on the needs of disadvantaged learners. LikeHome specifically addresses the needs of newly arrived migrants and refugees, who both fall under the "disadvantaged learners" category. Access to mainstream education and training can only be provided after the certification of prior learning. This is exactly where LikeHome focuses, by delivering a prior learning assessment framework and e-tools. Additionally, the LikeHome framework includes measures for facilitating the migrants' access to the education and training system, after their skills assessment, such as **bridging programmes** to support competency-based assessment and **host country language training**, supported by specialist field-specific training (e.g. English for Engineers, German for Doctors).

3. Facilitating the acquisition of the language(s) of instruction for newly arrived migrants. One of the 7 measures foreseen in the LikeHome framework is related to host country language training. Best practices will be adapted to the languages of the participating countries. A list will be developed with the most critical general language skills and specialist field-specific training that will have to prepare to assist the newly arrived migrants. Even though this is not directly related to skills assessment, it is the next step towards the integration of migrants and will be included in the LikeHome framework.

2. Short description of the 7 Best Practices

Procedures for recognition of prior knowledge for migrants without proof of formal qualifications: In many cases (especially for refugees), migrants do not have any proof of their formal qualifications or prior learning in their countries of origin. The Netherlands have been implementing support activities to help those migrants in preparing a portfolio in which their prior learning, education and experiences are mapped out as precisely as possible. However, formal proof is still necessary for credential evaluation. Therefore, on behalf of the Minister for Immigration, Integration and Asylum, the Dutch centres of expertise for international credential evaluation together with several refugee organizations and representatives of the business community are developing a procedure for credential evaluation based on information provided by the refugee. A pilot project by the Immigration and Naturalisation Service (IND) in 2012 explored the effectiveness of this practices in the Netherlands with positive results [*COUNTRY FACTSHEET: NETHERLANDS 2012 EUROPEAN MIGRATION NETWORK* and also [*Recognition of qualifications and competencies of migrants, International Organisation for Migration, 2013*].

Database development: Australia has developed a qualification recognition research database which is both valued and used globally *[National Office of Overseas Skills Recognition, 2008, 1-5]*. The "Country Education Profiles" database is updated regularly and covers higher education, technical and vocational and post-secondary qualifications. Migration-relevant country education systems (structure, framework, governance, quality assurance procedures, public-private sector trends, and institutional status) are described in the database. The effectiveness and positive impact of the database is globally valued.

Pre-migration screening and examination. This is another best practice coming from Australia. This applies to migrants that leave their country for financial reasons (often due to the economic crisis). Use of e-sources, supported by global regulatory body partnerships is employed to facilitate pre-migration qualifications screening of skilled migrants in regulated fields, in addition to offshore administration of mandatory language and professional exams. This policy has had a very positive effect on enhanced skilled migrants' early employment outcomes. As early as 2001 these rose from 31 per cent to 79 per cent for Eastern Europeans, and from 45 per cent to 61 per cent for migrants from China. In the year 2006–2007 83 per cent of independent primary applicants were employed at six months (compared to 99% of sponsored migrants). Two thirds could immediately use their qualifications in work, with salary rates growing strongly.

Information provision to migrants. Information provision to migrants is key for successful integration and also skills assessment. Development and adequate resourcing of improved measures to provide accurate qualification recognition information to prospective skilled, family and humanitarian migrants (pre-migration) as well as post-arrival in destination countries. In the frontrunner countries those include e-portals, group training, counselling and written advice measures. The issue of lack of information was thoroughly studied in Denmark. Thirty-eight per cent of high-skilled migrants to Denmark have difficulty accessing public information Danish rules and regulations according to a 2010 survey conducted by Oxford Research and the Copenhagen Post. Important steps have been taken after that for improving the situation with positive effects. Australia and Canada also have very good information provision systems.

Improved recognition procedures. Frontrunner countries are working on the introduction of sustained national reform agendas designed to deliver improved foreign credential recognition processes and outcomes across all regulated fields and jurisdictions, supported by determination to achieve greater efficiency, transparency, procedural clarity, legislative reform (where necessary), and buy-in by all relevant stakeholders (including employers), in order to deliver improved outcomes. Australia, for example, has engaged in multilateral agreements designed to enhance foreign credential recognition, particularly those with a regional and capacity-building focus. They have also developed innovative pathways to practice and registration, supported by supervised internships, in order to fast-track recognition (for example in medicine). In the case of Australia, these improved procedures have led to reduced waiting times for employment [*Longitudinal Survey on Immigrants to Australia; Table derived from Hawthorne, L (2011), 'Competing for Skills – Migration Policy Trends and Outcomes in New Zealand and Australia', Department of Labour, New Zealand Government, Ottawa, Tables 38 and 41 (pp.94-97)*]

Bridging programmes to support competency-based assessment. Best practices in this area include investment in the development of innovative, appropriately resourced, widely located, field-specific bridging programmes for migrant professionals, designed to provide adaptive training as required, and support competency-based skills assessment leading to full professional registration. Australia, in particular, has been a world leader in the development of field-specific bridging programmes designed to assist migrant workers to receive full recognition and employment. While partial recognition would grant the applicant the possibility to enrol in specific programmes in order to earn missing credits, conditional recognition may allow the applicant to commence the desired activity on the condition that certain goals are successfully met during a specific time period. Canada follows the practice of workplace assessments, where applicants are given the opportunity to demonstrate their skills and knowledge in a 'real environment' during internships or mentorships. Australia's programmes had immediate success with registration outcome ranging from 60% to 95%.

Host country language training. Advanced host-country language ability is key to success in recognition processes, and also allows migrants to be considered fit for professional practice, development and funding by destination countries. Building general language skills, supported by specialist field-specific training (e.g. English for Engineers, German for Doctors), including preparation for mandatory pre-registration language exams is key for migrants integration. The Australian government has made significant investment in English language training for settlement and employment purposes, focused on the first five years post-arrival [*Galbally, 1978*]. As early as 1991 the Adult Migrant English Program (AMEP) was the largest government-funded adult English language teaching programme in the world. The programme annually reaches around 60 per cent of eligible migrants, ranging from 41 per cent of the skilled stream to 55 of family migrants and 90 per cent of humanitarian entrants. Migrants lacking functional English are entitled to receive up to 510 hours of English tuition or "the number of hours it takes to reach functional English (whatever comes first)" – the average client receiving around 370 hours of teaching (Department of Immigration and Citizenship, 2011). The programme has had a significant success in the employment rates of migrants that rose by up to an estimated 20%. Specifying the main field-specific needs of the migrants is important for the best organization of the courses.

3. The procedures of the Best Practices

3.1 Target group/groups

Teaching staff – staff working with new arrivals, mainly in learning situations.

"Others" include: decision makers, government organisations and bodies responsible for certifying the prior knowledge and skills of migrants and representatives of the local economy

The LikeHome project addresses the needs of two specific target groups:

- Newly arrived migrants
- Refugees

4. Procedures for recognition of prior knowledge for migrants without proof of formal qualifications- APL

The Dutch Knowledge Centre defines APL as follows:

"Accreditation of prior learning (APL) is the common name given to the process of the recognition of the competences an individual has gained through formal, informal or non-formal learning in various settings. This implies that competences acquired by learning on the job, in society or in voluntary work are in principle comparable to the competences acquired in formal education."

In general, an APL procedure focuses on a certain qualification. The acquired competences, gained through informal and non-formal learning, are compared with the learning outcomes of a formal qualification. The aim of an APL is to accelerate formal learning programmes or to enhance the employability and mobility of the applicant/employee.

The following documents and items may be accepted as proof of acquired competences:

Reports, diplomas, certificates and reports of assessment interviews. Methods of assessing the competences may include: the portfolio, assessment, criterion-oriented interviews, workspace observation or other forms of testing. Usually a mix of methods is applied, depending on the aim, the target group and the competences to be assessed (Kenniscentrum EVC, 2009).

In principle, the final product of an APL procedure is the APL certificate. The proven competences are weighed against the learning outcomes of a qualification for vocational education or another standard which employers and employees regard as relevant

Within the framework of this study a survey was carried out among 331 individuals who received an APL certificate in 2010, showing the following perceived effects:

- 76 per cent of the respondents acquired new knowledge within a year after receiving the APL certificate.
- 59 per cent of the respondents report to have gained insight into their strengths and weaknesses.
- 54 per cent of the respondents report to have gained more confidence.

- 47 per cent of the respondents have started an education.

- 44 per cent of the respondents report increased changes on the labour market over the past year.

- 44 per cent of the respondents have acquired a diploma over the past year.

The results above are solely based on the survey from the Netherlands, but based on similar programs launched in Sweden it is plausible to assume similar positive results from this kind of activity.

4.1 Methods of assessing the competences

The Portfolio

A collection of assessed materials that demonstrates an individual's achievement is generally termed a 'portfolio'. This evidence may be presented in a number of ways. However, it must always be:

- tracked against an individual;

- in a clearly structured format;

- available at one place and one time.

A mechanism must be in place to ensure the individual has done the work in the portfolio. Work could be signed off by the assessor.

Portfolio as a model for assessment

The most common way of documenting experience based knowledge/learning is by using the portfolio model. To create a portfolio for assessment is described as a strict and demanding process. During this process the learners develop not just their self-assessment skills, but also skills in writing and communication.

Those who complete the portfolio usually have a clearer idea about what they really know, what they do not know and what they want to know. The portfolio process is also a way to develop responsibility, hence this process should in itself be regarded as a learning process.

The main aspect of the portfolio is to, by documentation, show that your experiences have led to the knowledge that is needed to be accepted to, or be able to get credit for parts of a specific education.

Guidance: The individual gets in contact with a counsellor who supports the process

- The individual identifies levels of acknowledgement in education or work

- The individual gathers evidence on this knowledge

- The individual relates the knowledge to the formal demands

- The material is gathered in a portfolio

Assessment: One or more professionals assess the application/knowledge

(Assessor and counsellor should not be the same person)

Portfolios are one of the most complex and frequently used methods to document evidence for assessment purposes. Portfolios aim to overcome the risk of subjectivity by introducing a mix of instruments to extract evidence of individuals' competences and can incorporate assessments by third parties. They provide the audience with comprehensive insights into the achievements and successes of the learner.

Portfolios can include evidence extracted through a combination of methods. It is argued that the kind of reflection and investigation associated with portfolio methods empowers people undergoing validation, which helps them obtain jobs or choose appropriate further education. Portfolios can be developed to help disadvantaged people out of social exclusion or into employment by considering their specific characteristics.

Building a portfolio is a time-consuming exercise from the point of view of the applicant, but is nevertheless a popular method as candidates have the possibility to show their competences in a flexible and authentic way. Portfolio assessment is often dependent on good written documentation of the individual's skills. Undocumented or tacit knowledge is harder to identify through this method, a fact to be considered when deciding on the mix of tools to be applied in a validation process. The portfolio method can prove difficult for some and should be supported by relevant information and guidance. The most serious risk in preparing portfolios is lack of focus that can occur when applicants prepare them alone or with little mediation from a counsellor. Counsellor aid and sufficient time for self-reflection are, therefore, crucial to this method's effectiveness and fairness. In the process of self-assessment against curriculum standards, guidance should be at hand to explain the theoretical concepts and help the transfer from theory to practice.

Example of portfolio – see appendix

Criterion-based interview

What is it?

Every potential employee should take part in a criterion-based interview. It assesses a combination of your skills, knowledge, behaviour and personal qualities.

Criterion-based interview are a series of structured questions that relate to the job you're applying for. Each question looks for specific examples of how you've behaved in different situations. This information is gathered and weighed against each 'criterion' relevant to the role.

The questions are directly related to the skills you'll need to meet the role's criteria. This type of interview also ensures objectivity, structure and consistency.

![Like Home logo]

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Example of interview questions see appendix
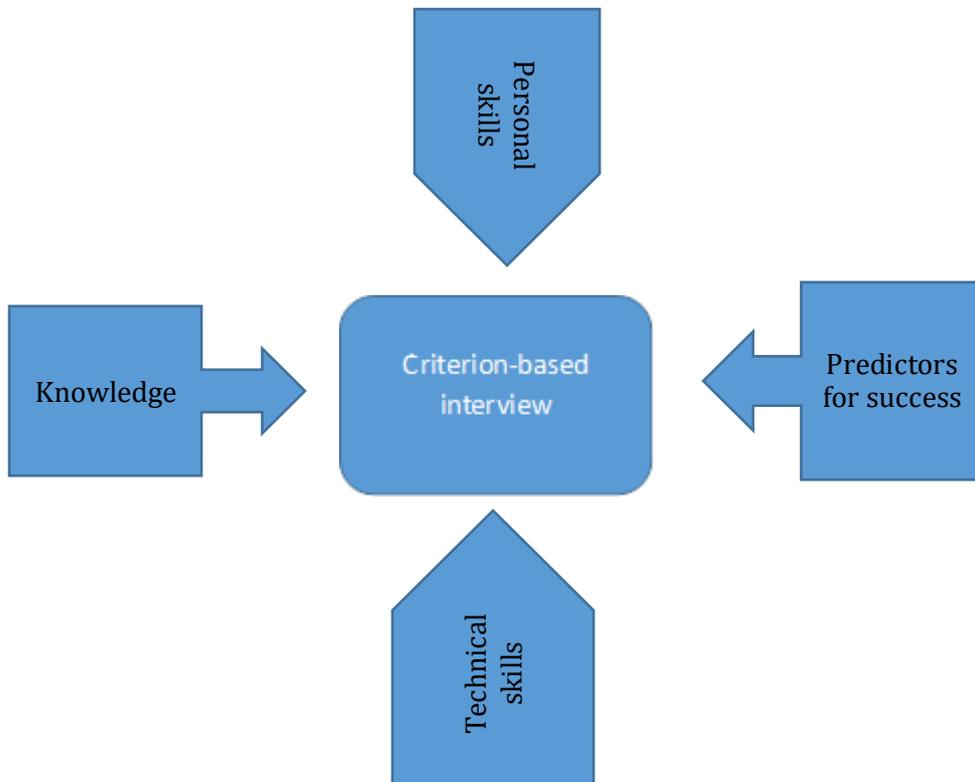
Transversal competence assessment in workplace or training place contexts

By using "Transversal competences assessment" we teach the participant to know how to explore not only their transversal skills but also that this method really can help them to decide themselves:

- what they want and need to learn to fit with specific professional needs;

- which learning strategies they prefer to apply;

- how they would schedule their learning;

- how they want to evaluate their skills;

- that they want to know what the companies' interests are.

The example in the appendix is taken from the care sector, but the method is easily adapted to any sector of choice, and it is good advice to develop the forms together with people from the sector of choice.

Example of Transversal competence assessment in workplace or training place contexts see appendix

4.2 Prerequisites

Since Accreditation of prior learning (APL) is the common name given to the process of the recognition of the competences an individual has gained through formal, informal or non-formal learning in various settings, the prerequisites various depending on the methods that are used.

For Criterion-based interview it should be an interviewer with knowledge related to the topic, if it's possible an employer.

The requirement to perform the methods there should be staff with the appropriate permissions.

4.3 Recourses

Recourses needed: Learning and training facilities, computers, internet, preferably a network of employers and organizations ready to take on migrants as in-terns.

4.4 Timing

Depends on how many methods that need to be included in APL to reach a result, however it is important to ensure enough time for finalizing the assessment process properly.

The Process time schedule will be set according to what and how the assessment will be done and are very individual.

5. Database development

The qualifications recognition research base – NOOSR

"Country Profiles"

Exceptional national investment has been made in creating and updating a knowledge base to inform the process of assessment. In the past two decades 119 "Country Education Profiles" have been developed in Australia– a highly informative series defining the quality and scope of multiple qualification systems, which is both valued and used globally (National Office of Overseas Skills Recognition, 2008, 1-5). The Profiles' design principles include:

- easy to use, covers higher education, technical and vocational and post-secondary qualifications
- includes lists of recognized educational institutions
- describes the education systems and qualifications in each country
- updated regularly
- supports consistent, quality decision-making
- flexible subscription options for the world set, regional set or individual CEPs for organizations and individuals
- no licensing fees: one subscription allows access for your whole organization.

NOOSR has set up and expanded panels and advisory councils to check that foreign educational and training qualifications parallel the standards and knowledge expected of people practising in a particular field in Australia.

Often, a degree or certificate that comes from a recognised educational institution in an English-speaking country will present few complications for assessment. If you have not received an English language education, nor speak it as a first or mother tongue, NOOSR will arrange for you to be examined for your ability to speak, read and write English to a standard acceptable for that profession in Australia.

NOOSR has evolved a system of formal examinations and assessments designed by experts in Australia to help assess the qualification of people intending to work in Australia including:

- dentistry

- nursing

- dietetics

- pharmacy

- physiotherapy

- chiropody

- occupational therapy

- science

Australian Education International – National Office of Overseas Skills Recognition (AEI-NOOSR) is an Australian Government Agency who provides assessments as to the educational level of an overseas qualification.

What do they provide?

- Information about the Australian higher education system to promote the recognition of Australian qualifications in other countries

- Information and advice about overseas education systems to facilitate the recognition of overseas qualifications in Australia.

What do they assess?

- Higher education, post-secondary technical and vocational, overseas qualifications for general purposes.

5.1 Prerequisites

Investment in the development, updating and global sharing of comprehensive databases related to migration-relevant country education systems (structure, framework, governance, quality assurance procedures, public-private sector trends, and institutional status), as is the case with Australia's "Country Education Profiles" which are well resourced and internationally valued; and the OECD-WHO foreign credential recognition study related to health-sector qualifications recognition in OECD countries (Hawthorne, 2008c: 21-23).109

The system of the host country must have these opportunities - for example, in Sweden there is already a division of the organizations that make assessment / validation of specific occupations

The Procedure

- A procedure that requires experts.

- Takes at least 3 months

- The disadvantage is that it is not for free

- Can be difficult for the project's target group

- It requires staff to have the appropriate permissions

- Cooperation of many institutions for assessment of different professions

- Aimed at highly educated

- Language resources if it is not in English

5.2 Recourses

The host country must have different organizations and experts that can perform these assessments and collaborate and need to have training facilities, computers, and internet.

5.3 Timing

The procedure can take 3 months or more and if the language is a barrier for newcomers without sufficient language, this would also add extra time to the process so this is very important to add when planning the procedure.

6. Pre-migration screening and examination.

Screening skilled migrants

Australia has transformed skilled migrants' selection and employment outcomes, "selecting for success" by utilizing the research evidence. Key policy measures have included:

- mandatory pre-migration screening of credentials (undertaken on a fee for service basis by national or state/territory regulatory and other bodies);

- mandatory pre-migration English language assessment (with defined threshold standards required for speaking, listening, reading and writing);

- allocation of bonus points for migrants qualified in high-demand fields;

- immediate eligibility for international students to apply for skilled migration.

This filtering of skilled applicants has intensified since 2010, with the Department of Immigration and Citizenship explicitly seeking "migrants with a better balance of skills and attributes… delivering a skilled migration programme that will select migrants with the high-value, nation-building skills that are needed by the Australian economy and labour market" (Department of Immigration and Citizenship, 2010d, 1-2). Employer- and state-sponsored applicants are guaranteed priority processing, if qualified in one of "192 high-value occupations" on Australia's annually revised Skilled Occupation List (a list heavily weighted towards university degrees and classic trade occupations, with no regard for informal learning). Applicants with native or near-native English ability are awarded the highest bonus points (20 of the 65 total required), with the possession of "vocational competence" (International English Language Testing System Band 6 or equivalent) deemed a threshold requirement. Comparable bonus points are awarded for doctoral degrees (20 compared to 15 for a bachelor/master's degree and 10 for a trade award), while a maximum of 15 points reward international or Australian vocational experience (weighted towards the latter)

Most significantly, from July 2012 pre-migration English and qualifications screening will be applied to all skilled applicants (including those seeking a 457 temporary labour visa). Australia's new "Skill Select" protocol is based on New Zealand's model, one which has achieved exceptional outcomes in global terms. Ninety-three per cent of New Zealand skilled migrants are employed at six months, reflecting a highly skewed selection process. Some 46 per cent of those approved are native English speakers, while an extraordinary 83–88 per cent are sourced onshore, already employed or with a New Zealand job offer (Hawthorne, 2011a).

Australia in future will require all prospective labour migrants to apply online – submitting an "Expression of Interest" supported by personal information, proof of English ability, a recognized skills assessment (by the relevant regulatory body), and affirmation that their qualification field is on Australia's Skilled Occupation

List (where required). Following ranking, a stage two "Invitation" to migrate will be issued to successful applicants, with numerical caps imposed on fields at risk of oversupply. Applicants lacking sufficient points can stay in the pool up to two years – upgrading their skills if desired, while screened for potential sponsorship by labour-hungry states and employers.

Minimal human capital screening – family and humanitarian migrants

While significant efficiencies are anticipated to flow from such measures, Skill Select will not apply to family or humanitarian applicants. For these migrants credential recognition will continue to take place onshore within this policy environment Australia confronts six major policy challenges:

1. the level of resourcing required to ensure fair and accurate qualification assessments;

2. the imperative for many 457 visa temporary workers to transition to unconditional registration status;

3. the impact of poor English language ability on migrants' access to vocational registration (in particular in the family and humanitarian categories);

4. the extended economic and social support needs of such migrants;

5. the perceived relevance of prior training and professional experience for applicants educated in poorly resourced non-OECD systems;

6. the risk of labour market segmentation in terms of ultimate employment

In terms of the latter, for instance, the major Australian study to date of migrant nurses found those qualified in non-Commonwealth Asia and East European countries had an 840 per cent greater risk of concentration in the aged care sector, even once they had secured full registration. This outcome reflected the length of time taken to secure recognition, which had greatly exacerbated their original disadvantage, with many deemed unfit to work in the acute care sector

(Hawthorne, 2001).

Abstract

It is sometimes thought that immigrants who are screened for occupational skills are likely to become more productive citizens than immigrants who gain admission on the basis of family ties to native-born citizens or to previous immigrants. However, the expected differential may be small or non-existent because:

 1) kinship immigrants have access to family networks;

 2) whereas employers may screen for short-term productivity, family members may screen for long-term productivity; and

 3) native-born citizens who sponsor spouses may be particularly adept at screening for long-term success. Longitudinal data on the 1977 immigrant cohort is used to compare initial and longer-term occupational outcomes among employment and kinship immigrants. Results indicate a narrowing of the differential, due both to higher rates of occupational downgrading among employment immigrants and of occupational upgrading among kinship immigrants.

6.1 Prerequisites

The Australian system of screening skilled migrants are only for high skilled immigrant, not the low skilled immigrants. The procedure needs two 2 different systems, adapt the system for high skilled immigrants or develop a new system for low skilled immigrants.

If the system will work and can be implemented depends on the country and how the collaboration with various organizations are working and are developed in the country. Other factors that affects the system screening skilled migrants are the existing assessment for example if the language assessment are done in a structured way today.

6.2 Recourses

- Assessment for language skills
- Experts for assessment of professional skills
- Data system or online system for the collection of all tests and assessment.

The timing can be between 18-24 months it depends on the country and how the process is carried out.

7. Information provision to migrants.

The DAUI (previously The Danish Agency for International Education and CIRIUS) is responsible for assessing foreign nationals' credentials with the goal of making entry into the Danish labour market and/or the undertaking of further education easier.

Focus is increasingly on including informal credentials as well, and in 2007 a law on further development of the recognition of prior learning and informal competences was passed (Retsinformation, 2012). The DAUI assesses migrant qualifications at all levels, although the majority of assessment requests – 81 per cent – are from migrants who claim higher level educational attainment (DAUI, 2012).

The DAUI manages the system for assessing qualifications for Danish education and work visas. The DAUI has a central role in assessing the qualifications of highly skilled migrants, which Denmark seeks to attract, and facilitating recruitment of foreign workers to certain fields where there are labour shortages, such as the

"Positive List".

In the Job Card Scheme, foreign nationals hired for work within one of the listed professions will immediately be eligible for a temporary residence and work permit as soon as the applicant has a concrete job offer, matching the

Danish employment standards. In uncomplicated situations, the processing time must not exceed 30 days. In the Positive List Scheme, foreign national professionals are eligible for residence permits for a duration of up to three years, with the opportunity for an extension. They are also entitled to family reunification. In the case of a job loss, the requirements for residence permits are no longer valid (IOM, EP, 2008).

Self-employment is possible for foreign nationals with a residence or work permit. Residence permits are given for one year with the possibility of an extension each year, but with no automatic rights for family reunification. The newly created Danish Agency for Labour Retention and International Recruitment under the Danish Ministry of Employment will determine how the foreign national's business relates to Danish business needs. Restaurants and retail shops are not eligible for business permits (IOM, EP, 2008).

The rules on residence for foreign nationals are comprised of a number of schemes designed for highly skilled migrants to obtain residence and work permits in Denmark. Attaining residency permits via these schemes typically requires an assessment by the DAUI.

Please see the below for an overview:

Residency schemes that often require assessments of foreign qualifications:

- **The Positive List:** The Ministry of Integration develops the Positive List encompassing professions where labour shortages of qualified professionals are observed. Those who have been offered a job in one of these professions or fields have particularly easy access to the Danish labour market. The professions with the easiest access are in engineering, health care, business management, and information communications technologies. Each specialization, however, has different educational attainment level requirements, and some require authorization from a competent Danish public authority (Nyidanmarka, 2012)

- **The Pay Limit Scheme:** Previously part of the Job Card Scheme, it presents professionals with highly paid job offers easy access to the Danish labour market. The Ministry of Integration sets the amount (currently EUR 50,290 / DKK 375.000).

- **The Corporate Scheme:** It is easier for companies with operations in Denmark to transfer employees with special abilities or qualifications to Denmark to work periodically on a project or to carry out work that is innovative or educational in nature.

- **The Green Card Scheme:** Foreign nationals with special qualifications can be granted a three-year residence permit for job-seeking and subsequent employment purposes. Residence and work permits under the Green Card Scheme are issued on the basis of an individual evaluation, using a points-based system designed to assess the likelihood that an applicant would be able to find qualified work in Denmark. The applicant must obtain at least 100 points, awarded on such criteria as educational level, language skills, work experience, adaptability, and age.

- **Researchers:** Researchers and key employees in companies have particularly easy access to the Danish labour market. It offers a special gross tax regime of 26 per cent over five years (60 months) for foreign scientists and key employees (Skat, 2012)8. There must be precise reasons why the specific person should carry out the study or task, but research or work is considered to be so closely linked to the individual researcher that the general employment situation in Denmark is not a decisive factor in the granting of the residence and work permits of such researchers.

7.1 Prerequisites

Development and maintenance of well-targeted strategies designed to boost public information provision to a wide range of foreign credential recognition stakeholders, while championing the ethical as well as efficiency case for securing fairer employment and recognition outcomes for skilled migrants.

7.2 Recourses

- For the Danish Green card -The immigrants can need some assistance to complete information on the required documents and what files that should be submitted.

- Advisers that can help the immigrants with the further steps after receiving the assessment results.

- The country need to build up a system that can handle this procedure.

7.3 Timing

For the Danish Green card the assessment time are a minimum of 1-2 months is required, but the time may vary from case to case.

8. Improved recognition procedures.

Field-specific innovation – the Australian Health Practitioner Regulation Agency

Many credential recognition reforms have a health focus, in a context where Australia currently imports around 50,000 foreign health professionals every five years (with the fields of nursing, medicine and pharmacy predominating). To secure uniform registration and practice standards, in 2010 the Council of Australian Governments established the Australian Health Practitioner Regulation Agency (AHPRA) based now on 14 national boards (commencing with medicine, nursing and midwifery, dentistry, pharmacy, physiotherapy, optometry, podiatry, psychology, chiropractic and osteopathy). AHPRA's establishment represents a radical federally driven innovation. Assessment and registration powers have been ceded by once autonomous state boards committing to "agreed national standards" (Australian Health Practitioner Regulation Agency, 2011). The aim is to streamline assessment recognition processes, to ensure these are empirically based, reduce "the maze", and eliminate state-specific anomalies.

Multiple pathways to recognition – the Competent Authority pathway in medicine

Australian "entry to practice" pathways have diversified in recent years, reflecting further Commonwealth of Australian Government reforms (McLean and Bennett, 2008). The Competent Authority (CA) pathway (introduced in 2007) is a fast track option developed by the Australian Medical Council in association with the

Queensland Department of Health. It caters to what might be termed the elite of Australia's recent medical migration programme. Within the Competent Authority model, international medical graduates' country of original qualification is deemed less important than comparable accreditation. Based on the research evidence, the CA model recognizes that there are "a number of established international screening examinations for the purposes of medical licensure that represent a "competent" assessment of applied medical knowledge and basic clinical skills" to a standard consistent with Australian requirements. Four examination and two accreditation systems have been reviewed and approved by the AMC for the CA model of assessment, namely:

- the Professional and Linguistic Assessments Board Examination of the United Kingdom

- the Medical Council of Canada Licensing Examination

- the United States Medical Licensing Exam

- the New Zealand Registration Exam for Overseas Doctors

- General Medical Council accredited medical schools in the United Kingdom

- medical schools in Ireland accredited by the Medical Council of Ireland.

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Doctors fully accredited in one of the six systems, supported by a minimum of a year's "Foundation Year/residency/rotations or not less than 12 months post-examination practice in a designated CA country" are eligible to undertake the Competent Authority pathway without further assessment of medical knowledge or clinical skills (Australian Medical Council, 2011). Following 12 months of Australian experience supported by 'light touch' clinical supervision they can achieve full certification - a designated English language pass being their sole examination requirement.

Comparable developments are underway in other professions, for example the new Certificate of Equivalence through the Australian Physiotherapy Council (with the support of the Australian Health Practitioner Regulation Agency).Global response to the Competent Authority pathway has been positive and immediate, associated with what might be termed transformational recruitment outcomes. To address ethical issues (for countries wishing to curb outmigration) nations can opt in or opt out of the Competent Authority pathway – South Africa and Singapore choosing to opt out in the preliminary period, based on government-to government consultation. From July 2007 to December 2010 4,955 CA applications were received, with 3,327 Certificates of Advanced Standing issued. A total of 1,990 applicants from 56 countries of training had successfully completed the process by December 2010, a year in which 1,281 applications for assessment were received. The CA pathway has also greatly enhanced Australia's global competitiveness. From 2007 to 2010 the Competent Authority pathway attracted relatively young applicants. United Kingdom-trained applicants were the major beneficiaries (1,019), followed by IMG's qualified in India (422) and Ireland (176). Massive recent growth in UK/Ireland-qualified arrivals has occurred, surging to around 3,000 in the period 2007–2010, compared to a few hundred per year previously (Frank, 2011).

Validation - understand and make their skills visible

For those who are new in Sweden and enrolled in the establishment program, the first step that the person himself must describe their past experiences for an employment. The skills and past experiences that emerge in conversation translate and we assess based on Swedish conditions to more easily match to the labor market.
To assess competence is called validation. This means that a person who has worked or studied in another country can find out how their skills and professional experience stands in relation to the requirements that exist for a similar profession or education in Sweden. This facilitates the job when he or she should seek employment in their professional field or plan for how to proceed in order to develop their skills.
Employment Service has procured various methods to validate the skills and previous experience. Examples of methods are industry models and qualification portfolio. Higher education validated by, among others, the National Board and the University and College Council, UHR.
Industry models contain both theoretical and practical tests will be assessed, and can either lead to the person get professional certificates or show the skills that the person needs to complete. They are designed for 25 different industries and 140 different professions. All models are developed by the respective industry.
Some professions have no business model. Then a validation of skills done by qualifications portfolio. The person then does a vocational assessment at a workplace or in a work similar situation.

For the health sector which is described as a good example in Australia is different to all countries and validation of these professions can be a process of 4- 7 years depending on country assessments / validation rules

I.e. in Sweden certain professions can be validated in the health sector by the EPC but it only applies to Europeans

European Professional Card - EPC

The European Professional Card (EPC) is an electronic procedure you can use to have your professional qualifications recognised in another EU country. It is easier and quicker to manage than traditional qualification recognition procedures, and more transparent: you can keep track of your application on-line and re-use already uploaded documents to start new applications for different countries.

For the moment, you can use the EPC procedure only if you are:

- a nurse responsible for general care

- a pharmacist

- a physiotherapist

- a mountain guide

- a real estate agent

Other professionals will have to rely on standard procedures to have their professional qualifications recognised. In the future, the EPC procedure may be extended to other professions.

You can use the EPC procedure if:

- you want to practise your profession in another EU country on a temporary and occasional basis (temporary mobility) OR

- you want to settle in another EU country and practise your profession there permanently (establishment)

As for other industries, there are different systems for assessment below is one Swedish example of trade industry.

Example of assessment model

Retail model

Retail model used for assessment/validation in the Swedish Trade Federation and is produced by trade expertise Agency in consultation with industry associations in trade. Retail competence agency task is to work with competence, of trade. The key words are the industry benefits, business benefits and ease of use. Retail skills agency responsible for validating the trading sector. The validation is carried out throughout the country in groups of 12 participants.

Information about the operator:

Working on behalf of the Swedish Trade to strengthen businesses by providing effective models and tools for the industries development and assessment of competence.

When to use it:

Retail model can be used in a variety of contexts depending on the steps in the model that are used.

Competence Mapping can be associated with skills development initiatives. Before planning discussions, the targeted projects to be closer to a job and planning the right activities for this.

Validation - professional validation is mainly used for targeted project completion. When recruiting, outplacement and certification in context.

Brief description of the assessment model

The process begins with a self-assessment carried out by the participants before the assessment date.

Day 1 is identical for both store sales and store managers. During the day, conducted exploratory talks, analyses, individual action in the store and group exercises.

During day 2 there will be an assessment meeting for the store sellers were all assessments from all elements are compiled and reviewed by the assessors. A feedback talk are also conducted between participants and observers after which participants receive their certificates.

During day 2 for store managers are focused on the specific shop management skills. They also have a meeting where all assessments from all elements are compiled and reviewed.

Day 3 for store managers content a feedback discussion with a focus on further development, after which participants receive their certificates.

All elements from the validation/assessment date and the self-assessment are combined in a common database in connection with the assessment meeting. All information are the basis for feedback and endorsements. The different competencies are measured four to seven times in various moments which give the individual an adequate opportunity to demonstrate their skills in different situations.

Competence Mapping

Tools/methods: Areas of expertise, Sales, service, initiative, cooperation, communication, ethics and texture mapping is done online.

Duration: about 60 minutes + 90 minutes feedback

Documentation: Mapping Statement and proposed development plan

Cost: 850 SEK per user. Can be done up to three times in a year.

Competences for the executor: completed training in identifying/mapping and coaching methodology for this. Users are teachers, coaches, administrators and managers.

Assessment of competence for certificates of competence.

Tools / methods: The participant undergoes a so-called Assessment Centre with tests, individual exercises, group exercises and discussions. The process is carefully documented and structured with templates for both implementation and assessment. Each competence is measured at least four times through different parts of the process.

Duration: 1 day plus feedback for store sellers. 2 days plus feedback for store managers

Documentation: Industry Certification

Cost: 14-24 thousand SEK, depending on whether it is validation/assessment of the store salesperson or store managers.

Competences for the executor: The performer must have completed a two-day assessment course, have the industry expertise and extensive experience of conversation/interviews in recruitment or development context. The assessor must also participate on at least two assessment occasions before he is approved as observers.

8.1 Prerequisites

Introduction of sustained national reform agendas designed to deliver improved foreign credential recognition processes and outcomes across all regulated fields and jurisdictions, supported by determination to achieve greater efficiency, transparency, procedural clarity, legislative reform (where necessary), and buy-in by all relevant stakeholders (including employers), in order to deliver improved outcomes.

For training organization they need to know where these assessment can be made and they also need to find out if the organization can make some of the assessments in cooperation with a professional association.

This assessment required models for different industries and all models should be developed by each industry.

8.2 Recourses

Different industries must be involved because the models should be developed by each industry or in cooperation with them. For many professionals there are a need of both theoretical and practical assessment this is something to have in mind during the development and planning the procedure.

8.3 Timing

The timing depends on the industry and what professional that should be assessed but it depends also on what system there are in the country regarding assessment and different laws/rules.

9. Bridging programmes

Employment bridging programmes

English language training is a pre-requisite for entry to professional upgrade programmes, typically offered on an accredited basis by the university and college sectors. Australia is a world leader in the development of field-specific bridging programmes designed to bridge migrant workers into full recognition and employment. By the mid-1990s the New South Wales Migrant Employment and Qualifications Board was publishing a biennial directory of migrant bridging programmes in that state, running to over 140 pages. Ten federally funded bridging programmes for migrant engineers existed in Melbourne and Sydney at that time, with models ranging from examination preparation for credential recognition, to English for Engineers, advanced IT training (for example, in computer-aided design for mechanical engineers), engineering employment preparation, and extended field-specific industrial placements (Hawthorne, 1994, 2005). There is strong employer support for these processes, primarily through provision of mentoring, guest lectures, and extended internship placements. The federal government has made sustained investment, while state governments contribute funds in the context of their ethnic affairs policy frameworks, and maintain Overseas Qualification Units.

As early as the late 1980s, for example, three-month competency-based bridging programmes had been introduced by State Nursing Boards Australia-wide, with immediate registration outcomes ranging from 60 to 95 per cent. These courses offered:

- a clearly defined pathway into professional registration (once candidates had satisfied defined English language and training standards);

- systematic revision of core nursing content, including anatomy, physiology and pharmaceuticals;

- training in essential equipment use, orientation to Australian nursing practice, terminology, the health system, and jargon;

- information on initially 'alien' concepts such as duty of care, informed consent, the nature and style of Australian hospital hierarchies (and so forth);

- ease of access to supervised clinical training places in hospitals (typically constituting around half of the course);

- scope for extension or reduction in length, in the light of participants' demonstrated work readiness;

- formally structured and defined skills assessment procedures in situations

    (Hawthorne, 2002)

Focus and fee levels varied considerably, reflecting local priorities. Waitlists were long, and there were not enough places. Despite these limitations entry to practice courses facilitated strong labour integration rates for migrant nurses in Australia, including for relatively stigmatized groups such as those who had qualified in non-Commonwealth Asian countries or Eastern Europe. Comparable options existed in other fields (for example teaching, medicine and accounting). The availability of interest-free government loans facilitates such course engagement. For example through Australia's "Fee-Help" scheme, substantial loans are available for permanent residents and former international students (repaid once migrants have achieved full-time salary status) (Department of Employment Education and Workplace Relations, 2008).

An example

Korta vägen is an initiative of the Swedish Public Employment Service (Arbetsförmedlingen, AF) and Swedish universities. The aim is to help foreign academics establish themselves professionally as soon as possible after their arrival in Sweden. To join the initiative, you need to have an academic degree, or at least three years of academic studies. There can be exceptions if the migrant have 2 years or more of studies, and applying for jobs in sectors where there is a shortage of applicants and competence. The program is held in around 20 cities in Sweden. The program is 26 weeks, and includes studies in Swedish language, Swedish work life and job search in Sweden. An internship is normally included.

Since the start in 2010, 60% of the migrants taking part in the program has got an employment matching their education, or very close. 35% have decided to pursue academic studies to better their chances on the labour market.

9.1 Prerequisites

Investment in the development of innovative, appropriately resourced, widely located, field-specific bridging programs for migrant professionals, designed to provide adaptive training as required, and support competency-based skills assessment leading to full professional registration.

9.2 Recourses

- Language teachers
- Staff with correct knowledge
- Companies for work placement

9.3 Timing

The time depends on the content of the bridging program, for example the Swedish program Korta vägen have a time schedule for 26 weeks. So if the syllabus also include language learning the course will be a longer, but the best way is to include the language training in the work placement.

10. Host country language training.

English language training to secure registration and Employment

English language ability is critical to securing vocational registration in the knowledge economy. Possession of intermediate to advanced levels is mandatory in a range of Australian professions including all health fields, engineering, teaching, the law and select trades. In the health professions, as demonstrated by a recent study, language testing represents the most formidable pre-accreditation hurdle (Hawthorne, 2011b). Just 17 per cent of nurses passed the Occupational English Test in 2011, compared to 32 per cent of physiotherapists, 38 per cent of pharmacists, 52 per cent of physicians and 62 per cent of dentists. For migrants arriving with poor English ability the process of acquiring the requisite level may take years.

Within this context the Australian government has made significant investment in English language training for settlement and employment purposes, focused on the first five years post-arrival (Galbally, 1978). As early as 1991 the Adult Migrant English Program (AMEP) was the largest government-funded adult English language teaching programme in the world, managed by the Immigration Department. "Learner pathways" were designed at first point of contact, to map migrants' progression from the acquisition of basic English to ultimate employment and/or formal study goals. By the year 2010–2011 the AMEP was providing tuition.

This programme annually reaches around 60 per cent of eligible migrants, ranging from 41 per cent of the skilled population to 55 per cent of family migrants and 90 per cent of humanitarian entrants. Migrants lacking functional English are entitled to receive up to 510 hours of English tuition or "the number of hours it takes to reach functional English (whatever comes first)" – the average client receiving around 370 hours of teaching (Department of Immigration and Citizenship, 2011b).

Additional financial arrangements had been introduced to provide English training related to qualifications recognition, through the federally funded Assessment Subsidy for Overseas Trained Professionals Program.

Targeting permanent residents and citizens only, this initiative by 2011 provided funding for migrants qualified in the following fields: architect, chiropractor, dentist, dietician, general medical practitioner, medical specialist, medical scientist, nurse, occupational therapist, optometrist, pharmacist, physiotherapist, podiatrist, radiographer, veterinarian(Australian Education International, 2011). The programme supports preparation for pre-accreditation exams, targeting the English language skills essential to health professionals' success in the Multiple Choice Question, Clinical, and other field specific tests. Preparation such as this in Australia is associated with markedly improved examination outcomes.

Language Knowledge of the host-country language is a key factor in determining the speed and success of integration – both economic and social. Language skills are an essential prerequisite in the ability of the foreign-born to form networks with the native-born population and search for a job. And, since both networks and employment are important routes through which to build further language skills, poor knowledge of the host country language can prompt a vicious cycle. In terms of the use of migrant skills, language abilities have not only a substantial impact on the transferability of skills, but are also a key component of further skill acquisition.

10.1 Prerequisites

Given the centrality of advanced host-country language ability to success in recognition processes, and fitness for professional practice, development and funding by destination countries of a wide range of language courses, building general language skills, supported by specialist field-specific training (e.g. English for Engineers, French for Doctors), including preparation for mandatory pre-registration language exams.

Host country language training is available in many countries, but due to political differences migrants may have to wait for long periods of time before they can access this service and valuable time goes to waste. These waiting periods often results in ques in many countries and the resources are not enough. Language is important for integration and to speed up the process we need to find other solutions, such as language training on asylum accommodation, language courses oriented for various professions and voluntary organizations could be encouraged to have more language teaching or language training.

Examples of key challenges

- The quality of language training provision seems to vary substantially across the country.

- For example Swedish for Immigrants may not always be sufficient to enable very low-skilled migrants to learn to read and write.

- Adult education is inappropriately tailored to the needs of migrants lacking basic literacy skills and must currently be financed by the migrants themselves.

- Project-based programmes targeted at basic skills limit stability and long-term budgeting.

- Segregation in schools and housing limits interactions with native Swedes and hence language development.

10.2 Recourses

- Language teachers
- Facilities
- Funding for the language training
- Financing for the learners

10.3 Timing

The time schedule can be very different depending on how the training are carried out and if it is part time or fulltime training. The language skills and the motivation of the target group also effect the time schedule.

11. What needs to be taken into consideration when transferring and adapting these best practices?

11.1 Pros and cons

Advantages

Traditional methods such as APL is no problem to introduce and adapt, the methods are very useful and good assessment for the projects target group.

Positive things about the best practices are the cooperation between different organizations and for the target audience to get a good assessment and to expand their opportunities.

Disadvantages

Some of the best practises need a long process to change or adjust the assessment system and the process various from country to country.

Cooperates between different assessment bodies today –There is a need for an innovative way to introduce the best practises to stakeholders and also decision makers on various levels.

The best practices from Denmark and Australia are only useful for high educated migrants and they already have work permission, also the language skills of the immigrants are high. If we look at the immigrants we have in Europe today they language barriers.

11.2 National rules and regulations

Important to have the knowledge of what assessment systems that exist in the country and how can they be developed or adapted to some of the best practises?

The best practise - Screening skilled migrants from Australia, this method only includes high skilled migrants, it should be developed or adapted so it also can be used with low skilled migrants are there a need for 2 different systems.

Language is important for integration – what are the national rules and regulations for language training?

- find other solutions, such as language on asylum accommodation

- oriented language courses for various professions

- voluntary organizations should be encouraged to have more language teaching

11.3 Barriers for these best practices

Barriers for the target group:

- Legislation

- Lack of resources

- Lack of funding

- Lack of interest

- Don't have enough knowledge

Resource barriers:

- Problem to change the current system in the country

- Difficulties concerning the cooperation with other organisations

- Organisations performing assessment are competitors - would not cooperate

- Economic issue

- The process can take a long time

Conclusion

For migrants, competence assessment can play a vital role. It evaluates the experiences and/or qualifications they have brought from their home countries and compares them to requirements on the national job market. Assessment can act as a door opener, i.e. besides evaluating an individual's strengths and weaknesses, skills and experiences it can foremost provide important impetus to (new) occupational orientation.

Competence assessment can also foster entry into specific job sectors or industries and can foster occupational advancement opportunities.

To attain sustainability it is important to understand assessment as an active process of assisted self-evaluation and/or self-audit. Only then can the findings help individuals make significant decisions that may have a positive impact on personal and occupational growth.

Procedures for recognition of prior knowledge for migrants without proof of formal qualifications as a strong mean for inclusion and building the ever important networks in the new country.

APL is a traditional assessment it's useful and many organizations have the resources for this, an assessment that have been around for many years, fits the target audience and are customizable if needed.

Assessment is a process that we need to be worked on all the time - to find new solutions and make these methods adaptable to the host country, present different assessment proposals and language learning courses for education organisations and stakeholders.

The scope of the sectoral professional validation could be increased by using more internships. Occupational validation can be adapted to and owned by industries and should be directed to areas where there is real need for recruitment. Occupational validation could also be combined with a matching task. Employment agencies can be used in the process of organizing validation practice.

Concluding remarks

These guidelines have made it clear that development and implementation of validation arrangements relies on several interconnected steps. The central message of these guidelines is that validation is about:

(a) how to make visible the outcomes of non-formal and informal learning;

(b) how to attribute appropriate value to outcomes of non-formal and informal learning.

The figure below illustrates, in a simplified way, how the steps towards this combination of making learning outcomes visible and attributing value to them are connected and how they depend on each other.

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Developing and implementation of assessment

| Clarify the purpose of the | → | Identify how the assessment respond to the interest of the individual | → | Take steps to coordinate relevant stakeholders for the assessment |

| Strengthen the trust in the assessment by linking to quality assurance | → | Clarify the tools and instruments to be used documentation and |
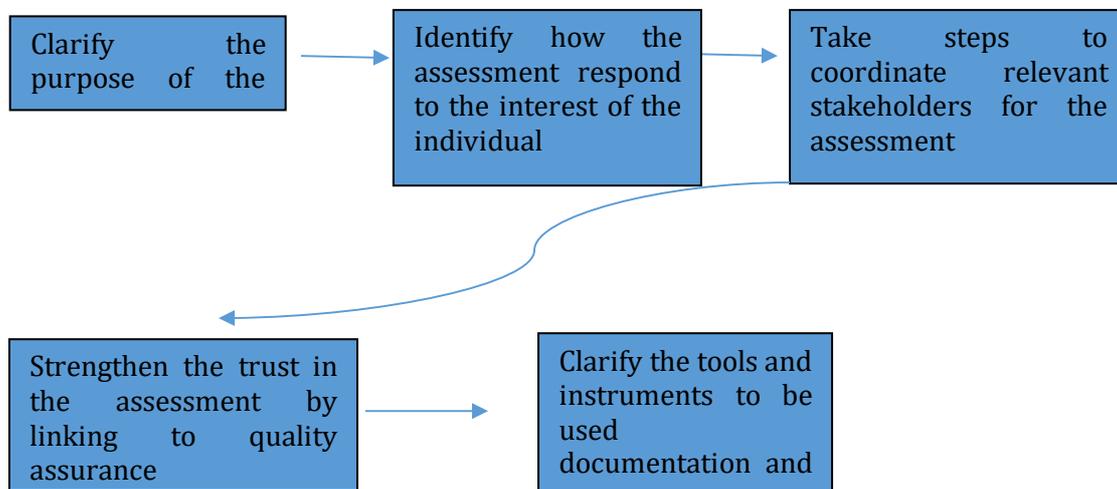
References

RECOGNITION OF QUALIFICATIONS AND COMPETENCES OF MIGRANTS

Edited by Anke Schuster, Maria Vincenza Desiderio and Giuliana Urso

Folkuniversitetets portfolio - Folkuniversitetet Kristianstad , Sweden

Cedefop: Europass documents: curriculum vitae: http://europass.cedefop.europa.eu/en/documents/ curriculum-vitae

http://www.valideringvast.se/validering-av-reell-kompetens/valideringsmodeller-och-utforare/validering-enligt-branschmodell/detaljhandel/

http://europa.eu/youreurope/citizens/work/professional-qualifications/european-professional-card/index_en.htm

Appendix

Procedures for recognition of prior knowledge for migrants without proof of formal qualifications- APL.

Portfolio

Folkuniversitetets portfolio

Short Biography

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Short Biography

Personal details

Personal identity number:	
Surname:	First name:
Address:	
Zip code:	City:
E-mail:	Phone:

Administrator:	Phone:
Have a residence permit: Yes ☐ No ☐	Have a work permit: Yes ☐ No ☐

Current (what do you do now?):

Work experience

Profession/work in home country

Profession:	How many years in the profession?
Are there any documents?	Are the documents translated? Yes ☐　　　No ☐

	Where (Employer):	When:
1	What did you do there?	

	Where (Employer):	When:
2	What did you do there?	

	Where (Employer):	When:
3	What did you do there?	

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Employment in Sweden

<table>
<tr><td rowspan="5">1</td><td>Employer:</td><td>When:</td></tr>
<tr><td colspan="2">What did you do there?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">References:</td></tr>
<tr><td colspan="2">Certificate:</td></tr>
</table>

<table>
<tr><td rowspan="5">2</td><td>Employer:</td><td>When:</td></tr>
<tr><td colspan="2">What did you do there?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">References:</td></tr>
<tr><td colspan="2">Certificate:</td></tr>
</table>

Training in Sweden

<table>
<tr><td rowspan="2">1</td><td>Placement:</td><td>When:</td></tr>
</table>

	What did you do there?
	References:
	Certificate:

	Placement:	When:
2	What did you do there?	
	References:	
	Certificate:	

	Placement:	When:
3	What did you do there?	
	References:	
	Certificate:	

Education

Within the profession in the home country

Vocational education/training:	
Where:	When:
Subject:	
Subject:	
Subject:	
Subject:	
Subject:	
Subject:	
Subject:	
Subject:	
Document:	Translated? Yes ☐ No ☐

Other education/courses in the home country

Education:	When:
Education:	When:
Document:	Translated? Yes ☐ No ☐

Vocational education in Sweden

Education:	
Where:	When:
Subject:	
Subject:	
Subject:	
Subject:	
Subject:	
Subject:	
Subject:	
Subject:	
Grade/certificate:	
References:	

Other courses

Course:	
Where:	When:
Grade/certificate:	
References:	

Further data

When did you come to Sweden?					

Where have you studied Swedish?

What course in swedish have you studied?	1 a/b ☐	2 b/c ☐	3 c/d ☐	Sv A ☐	Sv B ☐

Grade/certificate:

Which/what languages do you speak?

Civil status:	Driver license:	Yes ☐	No ☐

Transversal competence assessment in workplace or training place contexts - Overview	
Category: documentation and certification of assessment results	
Concept	
Abstract (short description of the content and output of the tool)	This assessment workshop consists of the learners analysing their own transversal competences in a working situation, together with a tutor and the trainer. The beginning will consist of defining and explaining in a group together with the trainer, a list of useful competences required at work in Care context. During the working period the tutor will assess the trainee's behaviour with the prepared form. Results will be analysed individually during an interview.
Key competences	Communication in mother tongue Social and civic competences Learning to learn
Skills list / learning objectives	Basic skills Social Skills Gathering and using information Assessment of oneself' s behaviour in workplace Identifying useful competences and soft skills in Care Sector Collaborating with a tutor to work towards common goals and needs with sector needs Responding positively towards necessary change
Equipment – materials - instruments to be used (e.g. excel, camera…)	Blackboard where the list of competences is shown. Transversal competences assessment form to be filled up by tutors.

Minimum level of knowledge of beneficiaries (*simple words to point out what is necessary to do the exercise*)	Basic communication skills

Transversal competence assessment in workplace or training place contexts - Overview

Category: documentation and certification of assessment results	
Concept	

Step by step instructions (*including Star System different levels of difficulty: easy = 1*, medium = 2**, advanced = 3 ****)	Task 1 (*) First the trainer writes or shows on the blackboard to the learners, a list of transversal competences that will be assessed by a tutor during a working period. Then he/she organizes a debate, asks for personal examples and life experiences to support all of these questions. Every learner will leave a form with the competences list to a tutor, the first day of the working period. Task 2 (*) During the working period, in a company, the tutor is asked to fill up the assessment form and give written comments. The trainer organizes a meeting at the end of the period with the learner, the tutor, on the spot at the work place to analyse together the results and further goals or links with jobs. Task 3 (**) Back to the centre, the trainer makes individual interviews based on assessment results to define together with every learner, some learning goals or specific project aims, and then the decisions are recorded on an individual report.
Methods (*e.g. role playing, interview, exercise…*)	Guided group discussion Collaboration with tutor in workplace
Measurement / Assessment	Assessment form writing by tutor and individual analysis with the learner.
Follow up	Based on the assessment results, some learning goals or specific project aims are defined and decisions for further steps or actions are recorded on an individual report.
Recommended duration	Depends on the working period duration.
Notes	Explain to the tutor that not all the given items on the form are supposed to be assessed.

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Transversal competences assessment in workplace or training place contexts - Assessment form to be filled up by tutors				
Behavior assessment	**++**	**+-**	**--**	**Specific comment if necessary** **Relevance in Care sector**
<u>RULES</u> arrives every day late; often late; sometimes arrives with delay; every day on time always wears the same clothes regardless of the activity: sometimes changes clothes in terms of activities; wears clothing appropriate to the activities; always takes into account the planned activity and dresses according gives no weight to presentation; cares little about presentation; is quite attentive/presentation: takes care of him/her and he/she is attentive/presentation he/she does what he/she pleases, no matter if it bothers others; he/she does what he/she pleases, but hears the views of others; when he/she does something, he/she tries to take account of those around; always considers other people				

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Transversal competences assessment in workplace or training place contexts - Assessment form to be filled up by tutors				
Behavior assessment	**++**	**+-**	**--**	**Specific comment if necessary** **Relevance in Care sector**
if there is a regulation or rule, does not want to hear; regulation "annoys", but sometimes he/she respects; knows the rules but does not always apply to the letter; always respect the rules				
does not care about the storage or maintenance of business used in the context of work; usually puts his business material after use, but does not feel responsible for their maintenance; arranges and maintains business material, with few omissions; arranges and maintains always business material				
hates being ordered, does not want to have a leader; agrees to have a leader but does what he/she likes to do; agrees to have a leader and executes orders out of respect for hierarchy; agrees to have a leader, to receive orders or instructions, and is able to discuss this				

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Transversal competences assessment in workplace or training place contexts

- Assessment form to be filled up by tutors

Behavior assessment	++	+-	--	Specific comment if necessary Relevance in Care sector
does things following his/her idea, without listening to instructions; listens to instructions, but they do not seem clear; listens and understands the instructions, but sometimes it is difficult to explain to others; listens, understands and explains the instructions to others without problem				
COMMUNICATION does not give opinion, difficult to find good arguments; even if he/she has a different opinion expresses the difficulty in defending; can discuss and challenge ideas that did not seem fair; can find the right arguments to convince reads and writes correctly a few words or phrases in his/her mother language; reads and writes in complete sentences, with many faults; reads or writes a short text with occasional errors; reading and writing do pose no particular difficulties				

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Transversal competences assessment in workplace or training place contexts - Assessment form to be filled up by tutors				
Behavior assessment	**++**	**+-**	**--**	**Specific comment if necessary** **Relevance in Care sector**
never takes notes; sometimes takes notes, but it's not easy; takes notes with relative ease, when the situation requires takes notes quickly and easily; at work, prefers not to mention the difficulties he/she may encounter; tries to keep for him/herself when has a difficulty, and rarely speaks; hesitates to seek advice and talk about his/her difficulties; it happens to alert his/her entourage (head, colleagues, friends) when encounters a difficulty; does not hesitate to seek advice;				
MOTIVATION work gives him/her a place in society; work is for him/her a way to achieve and grow; works because he/she must earn his living; work does not interest				

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Transversal competences assessment in workplace or training place contexts - Assessment form to be filled up by tutors				
Behavior assessment	**++**	**+-**	**--**	**Specific comment if necessary** **Relevance in Care sector**
never takes a decision; prefers to wait for instructions and do not make decisions; can make decisions when the situation requires; takes decisions easily and copes with unforeseen				
always works at the same rate, regardless of the situation; it's hard to meet deadlines; considers the time given and is trying to adapt his work rate; adapts his rate of work in time given to achieve				
performs work without any regard to its final presentation, he/she does not care; works without attaching much importance to the final presentation; takes into account the presentation of work, trying to be careful; systematically takes into account the presentation of work and brings a great care				
FLEXIBILITY WITH WORKING CONDITIONS				

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Behavior assessment	++	+-	--	Specific comment if necessary Relevance in Care sector
he/she never carries heavy even if knows how to do; the heavy lifting it is sometimes difficult; tries to carry heavy loads but does not always succeed; carries heavy because he/she knows how to do ; did what he/she was asked to without asking questions; even when he/she does not understand something he/she dare not ask a question; rarely questions even if he/she does not always understand the purpose of what he/she is suppose to do; likes to understand what he/she is doing and why; does explain results if necessary never returns a completed work again…it is a loss of time; can start again without too much annoyance; if he/she is wrong, he/she agrees				

Transversal competences assessment in workplace or training place contexts

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Behavior assessment	++	+-	--	Specific comment if necessary Relevance in Care sector
he/she expects to be asked to do, otherwise he/she rests; without any orders, it is no problem to do nothing; does not stay to rest even if the requested task is completed, there is always something to do does not like monotony and repetition, needs to change often; accepts repetitive tasks, but wants to change regularly; accepts monotonous tasks, but finds them sometimes enervating; accepts monotonous and repetitive tasks facing a difficulty, he/she abandons; facing a difficulty, he/she drops quite quickly; facing a difficulty, he/she still clings to advance; whatever happens, whatever the difficulties, he/she always tries to move				

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Behavior assessment	++	+-	--	Specific comment if necessary Relevance in Care sector
physical effort it painful, he/she avoids; can make a physical effort, but he/she tires quickly; can make a physical effort when necessary; may make a physical effort for a long time without being tired does not work outside; can work outside if the weather is not too difficult; can work outside, no matter weather it is hot, cold, rain or snow; can not stand noise when working; endures noise if it does not last very long because it bothers him/her quickly; endures a noisy work environment if it is reasonable; noise does not bother him or her avoids in all cases manual work, does not feel able; if the situation requires, performs manual labour but painfully; performs manual labour with little problems; likes to perform manual labour, and gets good results				

Transversal competences assessment in workplace or training place contexts - Assessment form to be filled up by tutors				
Behavior assessment	++	+-	--	**Specific comment if necessary** **Relevance in Care sector**
AUTONOMY, SELF-ESTEEM does not check his/her work, when it's over it's over; checks work when is finished, but has difficulty in assessing the outcome; checks work, and corrects striking errors; strictly controls work, is able to verify if he/she has obtained the expected result it's not important to know capabilities and skills; knows little about his/her capabilities and skills; has some abilities and skills, but it's hard to talk about them; abilities and skills, he/she knows about is always afraid of doing wrong; lacks a little confidence and tends to devalue; is usually sure of what he/she does; is sure in every case				

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Transversal competences assessment in workplace or training place contexts				
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Behavior assessment	**++**	**+-**	**--**	**Specific comment if necessary** **Relevance in Care sector**
in debate about his/her results gets angry and even uses force if necessary; gets angry from time to time but knows to contain anger; whatever the situation, he/she is even-tempered				
TEAMWORK he/she prefers to work alone; if necessary, can adapt to teamwork; adapts easily to a team; appreciates teamwork does his/her work without caring for others, prefers to stay alone in breaks; quite lonely but likes to talk with others during breaks; needs time to adjust with co-workers; is easily a co-worker never asks for help; does not ask for help and prefers to try to fend for him/herself ; he/she asks for help if he/she has to; when failing to do something, does not hesitate to ask for help				

Transversal competences assessment in workplace or training place contexts

- Assessment form to be filled up by tutors

Behavior assessment	++	+-	--	Specific comment if necessary Relevance in Care sector
can not bear to be interrupted in his work to help others; prefers to interrupts his/her work to help a team; when a colleague asks for help, he/she willingly is attentive to team needs and willingly offers assistance; he/she badly knows or only knows some functions of team members; he/she knows the function of several other employees; he/she knows what is the function of each employee of the company bound to his/her work; knows exactly who does what in the company does not know the different departments of his company and never knows where to go; does not know the different services of his company; knows only the services that concern him/her and knows where to go; knows all the services of his/her company and has identified the people				

Transversal competences assessment in workplace or training place contexts - Assessment form to be filled up by tutors				
Behavior assessment	**++**	**+-**	**--**	**Specific comment if necessary** **Relevance in Care sector**
SELF MANAGEMENT lives from day to day; knows what he/she wants to do in a few weeks; knows what he/she wants to do during the year ; knows what he/she wants to do in the coming years in general, he/she acts and then sees what happens; before acting, ponders what he/she will do but has difficulties to organize; manages to organize own activities with the help of someone; knows how to organize him/her self to achieve a project				

Examples of Criterion-based interview questions

Here are a few examples of competencies that could be included in the interview questions:

Organization

Adaptability

Interpersonal skills

Problem solving

Analytical thinking

Judgment

Innovation/creativity

Integrity/ethics

Management

Teamwork and Communication

Customer orientation

- What was your most challenging customer service moment, and how did you make the customer satisfied that they'd been heard?

- Please share an example of when you went above and beyond for a customer.

Initiating action

- Talk to me about a time when you initiated a people process or program that was successful in your organization. Why did you believe your organization needed the program and what steps did you take to initiate and develop the program?

Continuous learning

- Tell me about a time you created an error. Tell me what you learned.

- What was your last work related mistake?

- What could have been done to prevent the mistake? What did you put in place, if anything, to avoid making that mistake again?

- Have you ever championed a process or a program that failed to take hold in the organization? What steps did you take, and how would you change your approach the next time so that your organization would integrate the initiative?

Adaptability

- Tell me about a time when you were faced with a challenge and you were unable to meet the deliverable.

- Tell me about a time when you were working on a project and things did not go as planned. How did you complete that project?

- What have you done when you have run into significant obstacles or barriers that were blocking you from what you were trying to accomplish? Give a specific example that captures your approach.

Collaborating and valuing difference

- Please describe the most recent thing you have done at work that demonstrated your willingness to work with others.

- In order to create a spirit of teamwork and unity, how do you show appreciation for diverse backgrounds and talents of others?

- Tell me about a time when working as part of a team seemed like a challenge and how you overcame the obstacles.

Stress tolerance

- Describe a project that had a lot of moving parts and how you handled it.

- What was the most difficult day EVER on the job (can be any job you've had), why was it the most difficult day and how did you handle it?

Operational decision-making

- Tell me about a time when you did not have all of the information you needed to complete an assignment or project. How did you proceed?